

**INTRODUCING LITERATURE IN THE EFL
CLASSROOM:
THE BOY IN THE STRIPED PYJAMAS BY JOHN BOYNE
(2006)
“GET OFF YOUR PYJAMAS AND READ”**



MASTER'S DEGREE IN SECONDARY EDUCATION, BACCALAUREATE,
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MODALITY 1: Proposal for improvement

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ABSTRACT

The aim of this paper is to demonstrate that reading authentic literary material in the English as a Foreign Language (EFL) classroom can improve students' language learning skills as well as increase their comprehension level. For that purpose, in this proposal of improvement implemented in a classroom with students with learning difficulties, it is used a methodology based on learning language including a cultural and a personal growth approach as well as suitable linguistic exercises for their characteristics.

The theoretical framework of this paper includes an analysis of the importance of reading in our daily lives as citizens and as language learners. The main section includes a reflection upon literature and the benefits of reading authentic literature for learning purposes. In addition, there is a passage devoted to the difference between Intensive and Extensive Reading in the EFL classroom and their advantages for learners. Finally, the benefits of using Young Adult Literature (YAL) in the EFL classroom in contrast to Graded Readers are analysed.

Regarding the implementation of the Didactic Unit, the book selected to work on was The Boy in the Striped Pyjamas by John Boyne. This novel belongs to the YAL genre since readers can make connections between the young protagonist experiences and their background knowledge. Besides, a historical, social and political analysis can be carried out, which is beneficial for students to see that literature is much more than words and language since it develops attitudes, ethos and critical spirit.

The results obtained in the implementation demonstrate the value and benefits of using YAL with adolescents for learning purposes.

Keywords: *Reading, Literature, Young Adult Literature (YAL), English as a Foreign Language (EFL), teaching.*

1. INTRODUCTION

In this work, the countless positive effects of introducing authentic literary material in the language classroom are detailed. More generally, reading literature improves students' text comprehension and grammar and enriches their vocabulary as well. In addition, learners who read frequently attain greater confidence as readers and feel pleasure when reading.

When it comes to reading for language learning purposes, teachers must perform a thorough analysis about what type of books their students should read. Some institutions such as The Extensive Reading Foundation's (2011), consider that using simplified adaptations or rewritings of classic literary works are the best way to improve students' language skills. On the contrary, Henderson & Buskist (2011) stand up for the use of authentic materials linked to students' interests such as Young Adult Literature (YAL). Both approaches are analysed in this work. However, it focuses on the benefits of using authentic materials in order to improve language skills in the English as a Foreign Language (EFL) classroom.

The aim of this dissertation is to treat the following concerns: (a) the importance of reading, (b) the benefits of reading real literature, (c) the difference between Extensive and Intensive reading, and (d) the advantages of using YAL in the EFL classroom. This work also includes the implementation of a Didactic Unit proposal, that was carried out following the three models' approach proposed by Carter & Long in 1991 quoted in Clandfield (2011). This methodology is based on learning language including a cultural and a personal growth approach combined with suitable linguistic exercises according to students' characteristics.

Finally, the purpose of this work is to place value on the power of authentic literature such as YAL in the EFL classroom with a group with learning difficulties. According to Carter (2007), real literature "encourages learners to be active participants in and explorers of the linguistic and cultural processes both with an awareness of and an interest in the process itself" (p. 10).

2. THEORETICAL FRAMEWORK

Reading is an action that we do every day; it takes part in our daily lives. It is an important factor in “personal development, and to social, economic and civil life” (Holden, 2004, quoted in Clark & Rumbold, 2006, p. 5). In addition, it also teaches us about subjects that must be mastered at school such as history, language, science, etc. Without reading, people cannot be an active part of the society because it is necessary for most of the social and cultural activities (Clark & Rumbold, 2006).

According to Berardo (2006), reading has three functions: *for survival*, *for learning*, and *for pleasure*. The first one is considered to be the reply to our environment or to detect information such as street signs or timetables. The second one is normally carried out at school and it is guided by the teacher. However, the third one “is something that does not have to be done” (p. 61). It refers to the pleasure we feel when reading willingly.

The processing of reading can be performed in two ways, either *Top-Down* or *Bottom-Up* (Berardo, 2006). On the one hand, Top-Down reading occurs when the reader obtains a global meaning of the text. This happens due to the “clues” in the text and the good schema knowledge of the reader. This process is often related to good readers. On the other hand, Bottom-Up processing takes place when the reader reinforces meaning by reading each word, analysing very carefully both vocabulary and syntax. This process is normally linked to poor or slow readers. Both processes have to occur in order to obtain an interactive process; “Top-Down to predict the meaning and Bottom-Up to check it” (p. 61).

According to Clark & Rumbold (2006), reading improves students’ text comprehension and grammar and it helps students to acquire a wide range of vocabulary. In addition, when students acquire the reading habit, they feel greater confidence as readers and experiment a sense of pleasure when reading in later life. In this article, they also compile other benefits stated by other authors previously. Krashen (1993, quoted in Clark & Rumbold, 2006) declares that reading ameliorates the ability of reading and writing both in and out of the school. By comparison, McKenna & Kear (1990, quoted in Clark & Rumbold, 2006) propose that positive reading attitudes are linked to achievement in reading.

There is evidence that reading also increases our general knowledge and our better understanding of other cultures. Moreover, it has also been demonstrated that people who read naturally tend to participate more in their communities and have a greater insight into human nature and decision-making (Clark & Rumbold, 2006). Another study determines that books help readers to understand different people or cultures and encourages them to learn more about new subjects. This study also proves that books encourage readers to try new hobbies (Nestlé Family Monitor, 2003, quoted in Clark & Rumbold, 2006). Some authors even state that reading for pleasure can promote or enhance social skills in children and combat feelings of loneliness in adults (Rane-Szostak & Herth, 1995 quoted in Clark & Rumbold, 2006).

As outlined in the previous lines, reading has many advantages. Nevertheless, engaging students in the reading dynamics can be complex. It is extremely important to bear in mind the goals of this action. According to Clark & Rumbold (2006), there is an important factor: motivation, which can be intrinsic or extrinsic.

According to Ryan & Deci (2000), intrinsic motivation “refers to engagement in an activity based on personal interests in the activity” (quoted in Clark & Rumbold, 2006, p. 18). This means that readers with an intrinsic motivation can find more easily a wide range of topics that produce an interest in them and feel a sense of pleasure. It has been demonstrated that intrinsic reading motivation is related to a major frequency of reading and to a greater reading enjoyment. It also helps readers to retain the key information and gain a major perseverance in coping with reading difficulties.

Wigfield & Guthrie (1997) outline that there are four factors of intrinsic motivation that ought to be taken into account. The first one refers to the importance we give to reading. As teachers, we must ensure that our students believe that reading is a valuable act. The second factor is related to curiosity. We must allow our students to feel the “desire of learning about a particular topic of personal interest” (quoted in Clark & Rumbold, 2006, p. 18). The third one is linked to the involvement, the enjoyment of reading determined texts. Finally, the fourth is the preference for challenging reading. When readers select a difficult text, they experiment “the satisfaction of mastering or assimilating complex ideas” (quoted in Clark & Rumbold, 2006, p. 18).

By contrast, extrinsic motivation “involves engagement in an activity in response to external values and demands” (Clark & Rumbold, 2006, p. 18). For instance, students read in order to avoid teachers’ punishments or to achieve school and parents’ expectations. When this sort of situations takes place, students are extrinsically motivated because their need to read is controlled by an external agent. Therefore, those students may not read because they have an interest but because they want to achieve certain results. Wigfield & Guthrie (1997, quoted in Clark & Rumbold, 2006) stated that three aspects compose extrinsic motivation: recognition, grades, and competition. These aspects are defined as follows:

- Reading for recognition: “pleasure for receiving a tangible form of recognition for success” (p. 18).
- Reading for grades: “the desire to be favourably evaluated by the teacher” (p. 18).
- Competition (in reading): “the desire to outperform others in reading” (p. 18).

In these days, most of the reading activities performed in the EFL classroom are related to an extrinsic motivation. Initially, having an external agent to make students read is not negative. Nevertheless, we must ensure that our students enjoy reading tasks and eventually reading will be carried out by an intrinsic motivation.

Reading always has a purpose; in this case, ameliorate English learners’ language skills using real literature in the English as a Foreign Language (EFL) classroom.

Different meanings can be attributed to the term *literature*. According to Macmillan dictionary, literature is “stories, poems, and plays, especially those that are considered to have value as art and not just entertainment”. A broader meaning considers that “literary texts are products that reflect different aspects of the society” but after all, “literature is only literature if it is considered as art” (Clandfield, 2011, p.1).

This means that, ultimately, literature depends on us. We are the ones who consider a written text, a picture, a sound or any manifestation as “art”. Art is dreaming and as Nobel Prize for Literature Mario Vargas Llosa affirmed in his Nobel lecture, “the magic of translating the words in books into images [enriches everybody’s] life, breaking the barriers of time and space” (p. 1).

Translation theorist and scholar of comparative literature Susan Bassnett (1945) considers that reading habits have changed. In the last decades, new forms of entertainment such as television, radio, Internet, etc. have appeared. Nevertheless, literature is the oldest one since it was born in year 3,500 BCE with writing. Up to this new era, people considered reading as an act of enjoyment because they “had no alternative to reading” (Bassnett, 2005, p. 205). For this reason, Bassnett considers that people from her generation are able to keep more time concentrated and had fewer difficulties when reading long texts. This means that they took extensive reading as a habit. For this author, “it is pointless to expect students to read at the same pace as previous generations did, and changes have to be made to the curriculum to reflect this” (p. 209).

Reading literature, apart from being an excellent mind training, makes us free. “Without fictions we would be less aware of the importance of freedom for life to be liveable, the hell it turns into when it is trampled underfoot by a tyrant, an ideology, or a religion” (Vargas Llosa, 2010, p. 2).

Having said that, why do not we provide our children with this powerful weapon to fight against ignorance? In this cruel, egotistical, impersonal world, are they not allowed to dream? Sharing my opinion with Bassnett (2005), current society and education make our children less thoughtful or curious. It is not just a matter of childhood, but of the whole society. It is said that today’s generations are the most prepared ones since we are living in the information era. Are we? If we think carefully about it, we would realise that we are the most insecure ones because our lives depend on a little device: our smartphones. Do we not know an address? Do we not know a word? Do we not know a shop’s telephone? The solution is always the same: we check it on the Internet. What about asking people? We do not make the effort to remember things because they are in our pocket.

For this reason, we have a responsibility as teachers: make our students think. One of the most powerful resource for this purpose is literature. In case of second language learning, it is very easy since there is a great variety of texts and text-types. Introducing literature to the curricula is “an opportunity to develop vocabulary acquisition, the development of reading strategies, and the training of critical thinking, that is, reasoning skills” (Kramsch & Kramsch, 2000, quoted in Carter, 2007, p. 6).

Moreover, according to Clandfield (2011) there are several good reasons to introduce literature in the classroom:

- Literature is real material. It is positive for students to read authentic unmodified language due to the skills they acquire in the process of dealing with difficult language.

In addition, literature “facilitates the integration of the language skills. It can also offer predictable yet natural language which promotes word recognition, as well as opportunities for authentic reading and writing tasks, and it is not grammatically sequenced” (Ghosn, 2002, p. 174).

- Literature fosters interaction. Literature can have many interpretations. That is why sharing opinions or feelings can be very effective.

Moreover, “the excitement created by a good story is also likely to generate much more ‘pupil talk’ than the often rather artificial language texts” (Ghosn, 2002, p. 175).

- Literature enhances language awareness. Asking pupils to study mature or not standardised patterns of language, which can be found in literary texts, makes them more aware of the language norms.

Besides, literature involves academic literacy. In fact, “academic literacy also requires critical thinking skills, and literature offers a natural medium through which students can be introduced to the type of thinking and reasoning expected in academic classes” (Ghosn, 2002, p. 176).

- Literature trains the whole person. Values appearing in literary texts can make students relating them to their world out of the classroom.
- Literature motivates. Students can feel the sense of accomplishment at understanding a famous literary work. Most of the times, real literature is more interesting than texts that can be found in students’ course books.

EFL course books have often been reprimanded for being “stiff imitations of the dynamic spontaneity of real life”, their characters as “nice, decent, and characterless”, and the situations “generally unreal and dull” (Crystal, 1987, quoted in Ghosn, 2002, p. 175).

Another imperative reason to use literature in class, which is not included in the previous list, is using literature as a change agent. Using good literature in class has “the potential power to transform, to change attitudes, and help to eradicate prejudice while fostering empathy, tolerance, and an awareness of global problems” (Ghosn, 2002, p. 176). The same way as languages do, literature builds bridges across cultures.

This is directly linked to the emotional intelligence, which “is the understanding of feelings, both one’s own and those of others. The ability to use that knowledge in making decisions in life. It is also the ability to maintain an optimistic outlook in the face of difficulties” (Ghosn, 2002, p. 177).

It was not until 1995 when psychologist Daniel Goleman published his book *Emotional Intelligence* when Education and Psychology started to consider it. “Emotional intelligence is learnt through experience, and interaction with others” (Goleman, 1995, quoted in Ghosn, 2002, p. 177). High quality literature can provide students with the experiences enhancing emotional intelligence. Reading literature enables students to understand themselves and the rest better, and it proves that there will always be hope; despite feeling that one cannot overcome some issues, there is always a way and it teaches students empathy and tolerance in the less favourable situations.

According to Ghosn (2002), “in the increasingly global world, language skills, intercultural awareness, and emotional intelligence are high priorities, especially in our struggle to create a more just and peaceful world” (p. 177).

At this point, it is important to consider how to implement literature in the EFL classroom. There have been several approaches suggested for this purpose. One of the most effective and popular ones is the one which deals with three models: the cultural, the language and the personal growth (Carter & Long, 1991, quoted in Clandfield, 2011).

- The cultural model. This model takes the text as a product. In other words, “it is treated as a source of information about the target culture” (p. 2). This model analyses the social, historical and political background of the text. In this case, the approach is teacher-centred.

- The language model. In contrast to the previous model, the language model is learner-centred because as the students read a text, they pay attention to the language. They have to deal with the meaning and it helps to increase their English language awareness. In this model, the teacher can decide the purpose of using literature: grammar, vocabulary, stylistic analysis, etc.
- The personal growth model. In the same vein as the preceding model, the personal growth model is learner-centered. The aim of this model is to stimulate students to have their own opinions, express their feelings and link personal experiences. This model tries to create an interaction between the literature and the reader in English, which would make the language experience to be more remarkable.

When we mention ‘reading’ in the context of the EFL classroom, there is a difference between ‘learning to read’ and ‘reading to learn’ (The Extensive Reading Foundation’s, 2011). ‘Read to learn’ (also known as ‘Intensive Reading’) refers to the act of reading in order to learn something about language, for instance, new words or grammar. This action requires great attention to the text so that students arrive at a deep and detailed understanding of the text. Many textbooks contain this common activity and the passages to work on are often short. The texts are short in order to be studied in a lesson or two because if they were longer, students would forget them in the following lessons. Typically, there are pre- and post- reading activities as well as questions regarding the comprehension. This type of reading also refers to ‘reading for accuracy’ (Nuttall, 1982) and for this purpose, this approach needs the close guidance of the teacher and must be carried out in the classroom.

On the contrary, when students ‘learn to read’ (also known as ‘Extensive Reading’), they are improving their reading skills. The aim of Extensive Reading is to build reading fluency and confidence (Ur, 2012). It “involves encouraging learners to read a range of materials, read them quickly and well, for pleasure and for learning development” (Ellis & McRae, 1991, p. 5). Extensive Reading also promotes reading at home since class time is not enough to develop this reading skill. However, according to Nuttall (1982), some time should be devoted in the classroom to Extensive Reading both “to maintain interest in it and to train students how to deal with full-length texts” (p. 23). This is especially important for “those

students who have not acquired the reading habit and are often daunted by books and need the guidance and encouragement” (p. 23).

According to The Extensive Reading Foundation’s (2011), there are several reasons why Extensive Reading is positive for language development:

- Enables the student to meet the language in a natural context and analyse how it works in an extended discourse. This is completely different from the language students met in textbooks.
- Offers new vocabulary. Eventually, students master new words and are able to predict what grammar and vocabulary may come next.
- Improves students’ reading speed and fluency. This helps students to process the language automatically and leave space in memory for other things.
- Creates confidence, motivation, enjoyment, and love of reading. This makes students more effective as language users and helps to lower possible anxieties about language learning.
- Allows students to read and listen to great amounts of English. It helps them develop good reading and listening habits.
- Gives students a sense of how grammatical patterns work in specific contexts.

When teachers decide to introduce Extensive Reading in the EFL classroom, they are determined to transform students who read because they are forced to do so into people who enjoy and feel pleasure when reading. We attempt to create a ‘reading culture’ among our students.

In order to implement an Extensive Reading programme in the EFL classroom, we need to follow the following principles (Ur, 2012):

1. A wide range of reading material must be available for students.
2. The selection of the book is up to the student. The teacher can make suggestions to the students but it is very important that each student choose his or her own reading material.
3. If a student does not like the reading material or find it too difficult, he or she is allowed to change it for another.

4. The aim of reading should not be a task from the teacher or the textbook but reading to feel enjoyment and interest.
5. The teacher must not be the centre of this approach. His or her role is to encourage students to read, to help them to choose and to be their model as a good reader.

Any change involves an effort and some teachers, schools or institutions are reluctant to do so. These practical problems can be related to time, money or monitoring.

Teachers argue that due to the administrative pressure on covering a syllabus, there is no time left for Extensive Reading because in this activity there is not an assessment. In addition, some institutions do not have the necessary budget in order to create a varied library and update it. Monitoring students during the reading process can be an obstacle for teachers as well. Sometimes it is difficult to know if the learners are actually reading the books they have chosen (Ur, 2012).

Nevertheless, it is not necessary to assess students with a test in order to know if they have read a book. Discussions, book trailers, book clubs, etc. can help teachers to notice whether students keep reading the book that they have chosen.

As a matter of fact, Intensive and Extensive Reading must not be considered as opposite methodologies. They have different serves but the purposes are complementary.

Having considered the benefits of reading, reading literature and Extensive Reading in the EFL classroom, now it is necessary to think about what to read.

There are many teachers who decide to introduce literature in the EFL classroom by using Graded Readers. These are books “written especially for language learners to build their reading speed and fluency and to give them chances to practice ‘real’ reading for pleasure” (The Extensive Reading Foundation’s, 2011, p. 2). In addition, this type of ‘literature’ is written according to a syllabus with increasing levels of difficulty. Graded Readers have several difficulty levels: from ‘Starter’ to ‘Advanced’. Normally, “they complement and recycle much of the language students would meet in their textbooks” (p. 2).

However, is it better to use modified language (Graded Readers) or authentic material for language learning purposes?

Young Adult Literature (YAL) is authentic material characterised by “themes that adolescents find engaging” (Henderson & Buskist, 2011, p. 231). Some studies demonstrate that self-selected YAL promoted adolescents’ intrinsic motivation, since “their voices and interests are reflected in the texts they are reading” (Lapp & Fisher, 2009, quoted in Byrne, 2011, p. 223).

According to Bull (2011), the connections between YAL and adolescents’ lives enables them to “draw on their personal, social, and literary experiences in order to read meaningfully” (quoted in Byrne, 2011, p. 224). In addition, when readers make these connections, they are linking them “within, among, and outside of the texts they are reading” (quoted in Byrne, 2011, p. 224). Therefore, when adolescents connect with the text in a personal and meaningful way, their interest increase, and they are able to comprehend at deeper levels. Letcher & Bull (2009) state that “these connections among and outside of texts enable readers to become personally involved and interested in the texts they are reading” (quoted in Byrne, 2011, p. 224).

For these reasons, it is important that teachers bear it in mind and introduce literature in the EFL classroom. It is essential to prepare teachers to provide students with rich literary opportunities to facilitate a student-centred approach which teaches students “how to read, think, make connections, and take action” (Bull, 2011, p. 229). It also makes it easier to improve the active reading process by promoting students’ reading awareness.

On balance, introducing YAL in the EFL classroom is an excellent option in order to engage adolescents in language awareness and critical thinking. YAL is an accessible option for them and will allow students to figure out the world which is around them, to make decisions about their own lives, and to learn how they can affect in this changing society.

3. CONTEXT

The fundamental element in the future teachers training is the Practicum or internship. It will allow the students to gain experience in planning, teaching and evaluating the subjects corresponding to each specialization. In order to do so, they will have to demonstrate a good command of oral and written skills in the teaching practice. Students must also show mastery in the social skills needed to foster a climate that facilitates learning and cohabitation. Interns must also participate in the proposals for improvement in the different situations making a reflection based on the practice (Universitat Jaume I, 2017).

The internship period consisted of two phases: the first one lasted three weeks (from 8th January to 26th January 2018), whereas the second one lasted five weeks (from 16th April to 21st May 2018). In the first period, the interns were supposed to observe the teaching techniques and start planning their Didactic Unit with the aid of their tutors, whilst the second period was devoted to carrying out the Didactic Unit.

I chose IES Penyalosa for my internship since it was the secondary school where I studied ESO and Batxillerat. This public secondary school is located in Rafalafena's neighbourhood in Castelló de la Plana. This is a residential area where we can find small businesses and several public spaces such as schools, another secondary school, a health centre or a public library.

Concerning the socioeconomic level, the prevailing class is the middle-class, even though a part of the society presents a lower profile. In addition, in this area, we can find an important number of immigrants as well as certain groups of gypsies. The reality of the school is a reflection of the heterogeneous society that we can find in the neighbourhood.

During my internship, I had the chance of working with groups from diverse educative levels. I attended 2nd ESO, 3rd PMAR, PR4, 1st Batxillerat and 2nd Batxillerat classes. It is important to say that 3rd PMAR and PR4 belong to a special programme created in 2016 (which would correspond to 3rd and 4th ESO) by Generalitat Valenciana and it is considered as an extraordinary measure for attention to diversity.

The aim of this plan is to ameliorate the apprenticeship and efficiency of students who have serious difficulties and show interest in obtaining the ESO graduate. Apart from the previous requirements, the guidance department must assess the students with a psychoeducational evaluation and consider

together with the teaching staff if they can be members of the programme. The groups taking part in this programme can have 10 people minimum and 16 maximum. Regarding the programming and the curricular concretion, the corresponding teacher will elaborate on it. Nevertheless, the teacher can be advised by the didactic departments as well as by the guidance department (Ordre 38/2016).

I agreed to implement my Didactic Unit in PR4 as, in my opinion, was a group that would take profit from this experience. The range of ages in this group was as varied as their learning processes. The youngest student was 16 and the oldest 19. The spectrum of the learning process of each student was different and it supposed a pedagogical challenge. In this group, we could find a student suffering from Asperger's syndrome and two of them suffering from Attention Deficit Hyperactivity Disorder (ADHD). The rest had no disorders but their curricula knowledge was very limited. Taking into account the characteristics of the group, the curricula of every subject is adapted. In the case of English as a Foreign Language, the teacher should programme the classes from a communicative approach that foresees an adequate content organisation and methodology so that students can achieve the objectives of this subject. However, the number of hours devoted to the Foreign Language is limited since students only have two hours per week (Ordre 38/2016).

Generally, the atmosphere of the group was positive but their motivation was low. It is important to mention that in the English lessons they just followed an activity book. This book had grammatical explanations in Spanish; therefore, the students could understand the grammar rules.

4. JUSTIFICATION OF MATERIALS

As mentioned, I used excerpts from the novel *The Boy in the Striped Pyjamas* by John Boyne. I selected this book due to the simplicity of the language and its plot, which deals with issues such as the Holocaust, the innocence of children, the consequences of firm beliefs or the human condition.

I read this book in Catalan as a young girl and it caused a huge impact on me. As a consequence, I started reading historical novels dealing with the Holocaust such as *Diari* (Frank, 2014), *Un sac de billes* (Joffo, 1982), *Auschwitz explicat a la meva filla* (Wieviorka, 2010), *The Book Thief* (Zusak, Cordonner, & Cresswell, 2006), etc.

Moreover, this interest increased when my secondary school participated in an exchange with Polish students in 2011. I had the chance to take part in it and I went to Poland twice. This exchange had two parts: the first one in Poland, learning *in situ* about the Second World War history, and the second part in Berlin, learning about the consequences of the Second World War and the Cold War.

In Poland, we visited Auschwitz's concentration camp and it was the most shocking experience of my life. Having read several books about the Holocaust and the Second World War enabled me to imagine how life was there, however, listening to the silence was far more terrifying than reading.

As noted in the previous section, the students of this group follow a very basic syllabus and I wanted them to be conscious of what happened in our continent eighty years ago. My purpose was using Young Adult Literature to improve their language skills as well as stimulate their curiosity about the topic inciting the debate and the reflection which were complemented by the use of real material such as propaganda from the Second World War, reviews about the book, shocking images, etc.

As teachers, we must demonstrate to students that they are able to use their own background knowledge when reading. In order to do so, we can prepare students for reading with activities suggesting "previewing, predicting, guessing the meaning of unknown words and developing vocabulary" (Ellis & McRae, 1991, p. 7). In the end, reading must be an interaction between the text and the reader. This means that the reader has an active role in

the action: “the reader is actively involved and will often have to work to get the meaning out” (Nuttall, 1982, p. 9).

In case of adolescents, some of them can “be reluctant to invest effort” (Ur, 2012, p. 264). Even though they have a major learning potential, we have to take into account the specific problems they can have in this period: identity, relationships, physical changes, etc. All of this can cause important distractions and makes it harder for them to concentrate.

In an inclusive methodology, we must consider the different abilities our students might have. On the one hand, each student has several talents and abilities which, as teachers, we should value. According to Gardner's theory of multiple intelligences (1983), all the students are intelligent since every student has different types of intelligence (linguistic, interpersonal, spatial, etc.). On the other hand, we must accept that in the same classroom we can find different cognitive abilities. It can be due to their motivation, a specific learning disability or a personal emotional problem (Ur, 2012). In any case, we cannot ignore them.

Concerning the election of the excerpts from the book *The Boy in the Striped Pyjamas*, I chose three specific texts because of the message as well as for the simplicity of the language (see the text in Appendices 2, 3 and 4). They were also short so that students did not feel stressed or overwhelmed when reading. Even though the choice was difficult, those three excerpts fill in the goals of this Didactic Unit: using literary texts in order to improve students' language awareness, culture and personal growth.

As Ordre 38/2016 (Conselleria d'Educació, Investigació, 2016) states, PR4 curricula must be adapted to the students' difficulties and take into account their different abilities. Nevertheless, in this case, the only special pedagogical measure was an easier activity book containing grammar explanations in Spanish. From my point of view, it is important to have adapted material but the methodology must change as well.

5. DIDACTIC UNIT

DIDACTIC UNIT LANGUAGE THROUGH LITERATURE: THE BOY IN THE STRIPED PYJAMAS Get off your pyjamas and read	
LEVEL: PR4 AREA: English DURATION: 3 sessions	
<p>DESCRIPTION OF THE TASK. The aim of this Didactic Unit (DU) is to make students reflect upon the advantages of introducing literature into the EFL classroom. Thanks to this DU, students will realize that by using literary texts their language level, their cultural knowledge and even their personal growth can improve. Through the application of this DU, students will acquire the objectives, contents and competences established by Currículum ESO-Batxillerat of Comunitat Valenciana, which is regulated by the Decret 87/2015 (Generalitat Valenciana, 2015).</p> <p>The main idea is to introduce literary texts throughout intensive reading in the EFL classroom so that students can be in touch with real literature and as a consequence, real English. The excerpts from the book <i>The Boy in the Striped Pyjamas</i> by John Boyne will help students to increase their knowledge of English while at the same time, we will give them the opportunity to learn about some cultural issues (in this case, the Holocaust) and to contribute to their emotional development (in this DU we will work on discrimination).</p> <p>The present DU is planned to be carried out in 8 sessions, taking into account that the duration of one class is 55 minutes. Nevertheless, only three sessions could be implemented during the internship period due to time and availability reasons.</p> <p>In respect to the structure of the DU, this is a general summary:</p> <ul style="list-style-type: none">• Linguistic model (1 session; activity 1)• Cultural model (1 session; activity 2)• Personal growth model (1 session; activity 3)• Planning (2 sessions; activity 4)• Video editing (1 session; active, activity 5)• Public presentation (1 session; activity 6)• Assessment (1 session; activity 7)	

The competences that the students will acquire with this DU are:

1. CCLI: competència lingüística
2. CAA: competència d'aprendre a aprendre
3. CEC: consciència i expressions culturals
4. SIEE: sentit de la iniciativa i esperit emprenedor
5. CD: competència digital
6. CSC: competència social i cívica

STRUCTURE OF THE TASK		MANAGEMENT OF LEARNING PROCESSES IN THE CLASSROOM				
ACTIVITIES	EXERCISES	CLASSROOM ACTIONS		SESSION: 55 minutes	TEACHING MATERIALS AND DIGITAL RESOURCES	DISTRIBUTION AND LOCATION
		STUDENT	TEACHER			
1.LINGUISTIC MODEL						
First, the trailer of the film <i>The Boy in the Striped Pyjamas</i> based on the book <i>The Boy in the Striped Pyjamas</i> is watched with no audio (Ex. 1.1.). Then the students read a series of short reviews from the book <i>The Boy in the Striped Pyjamas</i> on the classroom walls (Ex. 1.2.) and they are asked about the topic of the book (Ex. 1.3.). Then, the students read the excerpt (Ex. 1.4.) and try to situate it in the story (1.5.). Then, the grammar point is explained and an oral activity is made (Ex. 1.6.). Finally, the parts of the text written in direct speech are transformed into indirect speech (Ex. 1.7.).	1.1. Watch the trailer in silence. 1.2. Read the reviews from the wall 1.3. Talk about the topic of the book 1.4. Read the excerpt 1.5. Situate the excerpt in the book 1.6. Report the speech of a classmate 1.7. Transform sentences from the excerpt into reported speech	Observes Reads Reflects Answers Reads Recognizes Creates	Stimulates PERSONAL thinking Stimulates SOCIAL thinking Make students use the GRAMMAR POINT learned Make students be CREATIVE in the statements to be reported	1 session	Screen Projector Computer Video Excerpt Reviews Ball	Individual Big group English class
2.CULTURAL MODEL						
First, the students identify the meaning of the words of the tag cloud (Ex. 2.1.). Then, they are shown a series of Nazi propaganda posters and think about the influence of propaganda (Ex. 2.2.). Next, the students read the excerpt (Ex. 2.3.) and situate it in the book (Ex. 2.4.). Finally, they play a quiz containing the grammar point from the previous session (Ex. 2.5.).	2.1. Identify and define the words on the tag cloud. 2.2. Analyse the Nazi propaganda. 2.3. Read the excerpt 2.4. Situate the excerpt in the book. 2.5. Answer to the questions of the quiz.	Identifies Analyses Reads Recognises Reflects	Stimulates GROUP thinking Stimulates PERSONAL thinking Makes students reflect upon their SOCIAL AWARENESS	1 session	Screen Projector Computer Book about propaganda from the Second World War Excerpt	Individual Big group English class

3.PERSONAL GROWTH MODEL						
First, a dynamic with stickers is done (Ex. 3.1. and 3.2.). Then, the students read the text individually (Ex. 3.3.) and situate it on the book (Ex. 3.4.). After that, they are asked to write their thoughts (Ex. 3.5.) and then share them with the group (Ex. 3.6.).	3.1. Group with the classmates in silence. 3.2. Reflect upon the result of the dynamic with the stickers. 3.3. Read the excerpt individually. 3.4. Situate the excerpt in the book. 3.5. Write their thoughts in a paper 3.6. Share their thoughts with the group.	Groups Reflects Reads Recognises Reflects Reads aloud	Guides the SOCIAL group interaction Stimulates GROUP thinking Stimulates PERSONAL thinking Makes students think about their SOCIAL AWARENESS	1 session	Stickers Excerpt Paper Pen	Individual Big group English class
4. PLANNING (2 sessions)						
First, the students are divided into two groups (Ex. 4.1.). Then, several excerpts of the book summary are on the floor and the students must put them in order (Ex. 4.2.). After that, the teacher explains what a book trailer is and shows some examples (Ex. 4.3.). Then, they start planning how their book trailer will be (Ex. 4.4.).	4.1. Make groups 4.2. Put in order the excerpts to get the summary of the book. 4.3. Watch some examples of book trailers. 4.4. Plan how the book trailer will be.	Groups Orders Watches Plans	Guides the GROUP FORMATION Supervises the ACKNOWLEDGE MENT of the story Stimulates SEARCHING	2 sessions	Excerpts of the summary of the book Computer Projector Book trailer samples	Groups English class
In this session, the students must have already decided the structure and the content of their book trailer. During this session, the teacher corrects possible mistakes and clarifies any doubt (Ex. 4.5.).	4.5. Ask doubts to the teacher.	Asks doubts	Stimulates GROUP thinking Guides the RESEARCH Guides the ORGANISATION		Computers	Groups IT class
5. VIDEO EDITING (1 session)						
Together with the IT department, the IT students will help the	5.1. Edit the video.	Edits the video	Suggests being CREATIVE	1 session	Computers Video camera	Groups IT class

English students to edit their book trailer. The students introduce audio, images, drawings or any other source they have for their book trailer (Ex. 5.1.). The teacher corrects any possible mistake.					Microphone	
6. PUBLIC PRESENTATION (1 session)						
The students share their book trailer with their classmates and post it on YouTube (Ex. 6.1.). They give an explanation of the reasons they have done their book trailer that way (Ex. 6.2).	6.1. Each group shows its book trailer. 6.2. Each group explains its book trailer.	Shows Watches Explains	Makes students DELIVER A SPEECH Stimulates GROUP AWARENESS	1 session	Computers Screen Projector Speaker	Groups English class
7. ASSESSMENT (1 session)						
The students write a letter to an imaginary friend to tell him or her what they have done in this UD (Ex. 7.1.).	7.1. Write a letter.	Writes	Stimulates PERSONAL AWARENESS	1 session	Pen Paper	English class

CURRICULAR CONCRETION OF THE TASK					ASSESSMENT	
CONTENTS Based on Document Pont (Generalitat Valenciana, n.d.-b)	ASSESSMENT CRITERIA (Generalitat Valenciana, n.d.-a)	ACHIEVEMENT CRITERIA/ STANDARDS (Generalitat Valenciana, n.d.-c)	CCLV	ACTIVITIES	TESTS/ INSTRUMENTS	QUALIFICATION
ORAL COMPREHENSION						
Estratègies de producció i interacció escrita. Planificació. Mobilització i coordinació de les pròpies competències generals i comunicatives a fi de realitzar eficaçment la tasca (generar idees sobre un tema i seleccionar-ne els recursos adequats). Localització i ús adequat de recursos lingüístics o temàtics. Selecció crítica de la informació per a fonamentar les idees de la producció escrita. Execució. Utilització d'oracions de diferent longitud i estructura i de major complexitat per a organitzar el text amb la suficient cohesió interna i coherència. Revisió. Reajustament de la tasca o del missatge.	4t.LA.BL1.1. Identificar, aplicant estratègies de comprensió oral, la informació essencial, les idees principals i els detalls més rellevants en textos orals de longitud mitjana i estructurada, en diferents suports, i articulats a velocitat mitjana, sobre temes generals o menys habituals, en els àmbits personal, públic, educatiu i ocupacional, i en els seus corresponents registres, en condicions acústiques que no distorsionen el missatge.	4t.LA.BL1.1.1. Identifica estratègies de comprensió en textos orals de longitud mitjana, aplicant tècniques d'escolta activa, com ara fer preguntes per a connectar amb les idees d'altres, mostrar empatia, no fer judicis de valor, parafrasejar, emetre reforços o resumir per a aclarir. 4t.LA.BL1.1.2. Identifica la informació essencial, les idees principals en textos sobre temes generals o menys habituals , en els àmbits personal, públic, educatiu i ocupacional.	CCLI CAA	All the activities of the didactic unit	Test: participation is taken into account. Proceeding: direct observation of the students' level of involvement and accuracy in their actions. Instrument: Checklist 1 and Rubric 1.	20%
Establiment i manteniment de la comunicació i organització del discurs: rectificar el que s'ha dit o	4t.LA. BL1.3. Distingir les funcions comunicatives del nivell i les estructures morfosintàctiques	4t.LA.BL1.3.3. Identifica les estructures morfosintàctiques i	CCLI			

<p>parafrasejar-ho per a solucionar un problema de comunicació.</p> <p>Petició i oferiment d'informació, indicacions, opinions, punts de vista.</p> <p>Expressió de sentiments com ara la indiferència, l'admiració, la simpatia o l'aversion.</p> <p>Plantejar queixes, tranquil·litzar i animar.</p> <p>Expressió de símptomes i sensacions físiques.</p>	<p>associades, així com l'organització textual i el lèxic, expressions i modismes d'ús freqüent i més específic per a la comprensió de textos orals de longitud mitjana, clarament estructurats i en diferents suports.</p>	<p>discursives adequades al nivell i les relaciona amb la seua funció.</p>				
EXPRESSION AND INTERACTION						
<p>Estratègies de producció i interacció oral.</p> <p>Planificació.</p> <p>Producció del missatge amb claredat, distingint la idea o idees principals i la seua estructura bàsica.</p> <p>Confiança en si mateix i assertivitat en la presentació d'idees i opinions en debats i discussions.</p> <p>Petició d'ajuda.</p> <p>Tècniques d'expressió oral (assenyalar objectes, usar d'íctics o realitzar accions que aclarisquen el significat).</p> <p>Ús del llenguatge corporal culturalment pertinent: gestos, expressions facials, postures, contacte visual o corporal, proxèmica.</p>	<p>4t.LA. BL2.1. Produir, per mitjà de l'aplicació d'estratègies d'expressió oral, textos monològics o dialògics d'extensió mitjana, comprensibles i estructurats, en diferents suports, sobre temes generals o més específics, en els àmbits personal, públic i educatiu i ocupacional, en un registre formal, informal o neutre, encara que a vegades hi haja pauses, vacil·lacions i rectificacions.</p>	<p>4t. LA.BL2.1.1. Produeix o coprodueix, de manera autònoma, textos comprensibles i estructurats, monològics o dialògics, de diverses tipologies, sobre temes generals o menys habituals, a viva veu o enregistrats en format digital àudio o vídeo, encara que a vegades hi haja pauses, vacil·lacions i rectificacions, utilitzant les estratègies d'expressió oral, en els àmbits personal,</p>	<p>CCLI CAA</p>	<p>Exercise 1.3. Exercise 2.1. Exercise 2.2.</p>	<p>Test: participation is taken into account.</p> <p>Proceeding: direct observation of the students' level of involvement and accuracy in their speech.</p> <p>Instrument: Checklist 1, Rubric 1 and checklist 2.</p>	<p>20%</p>

		públic, educatiu i ocupacional.				
<p>Establiment i manteniment de la comunicació i organització del discurs: rectificar el que s'ha dit o parafrasejar-ho per a solucionar un problema de comunicació.</p> <p>Descripció de qualitats físiques i abstractes de persones, objectes, llocs i activitats.</p> <p>Narració d'esdeveniments passats puntuals i habituals, descripció d'estats i situacions presents, i expressió de successos futurs.</p> <p>Relació d'accions en el temps.</p> <p>Petició i oferiment d'informació, indicacions, opinions i punts de vista.</p> <p>Expressió d'advertències i avisos.</p> <p>Identificació personal.</p>	4t.LA.BL2.3. Produir o coproduir textos orals de longitud mitjana, en diferents suports, coherents adequats al propòsit comunicatiu, utilitzant els coneixements sobre funcions, patrons discursius, organització textual, estructures morfosintàctiques i lèxic, expressions o modismes d'ús freqüent o més específic, amb sentit estètic i creativitat.	4t.LA.BL2.3.3. Produeix o coprodueix textos orals utilitzant les estructures morfosintàctiques i discursives adequades al nivell, de manera que permeti un discurs clar, articulat i fluid .	CCLI CAA	Exercise 1.5. Exercise 1.6. Exercise 1.7. Exercise 2.4. Exercise 2.5. Exercise 3.2. Exercise 3.4.		
<p>Definició o reformulació d'un terme o expressió.</p> <p>Petició d'ajuda. Tècniques d'expressió oral (assenyalar objectes, usar d'íctics o realitzar accions que aclarisquen el significat).</p> <p>Ús del llenguatge corporal culturalment pertinent: gestos, expressions facials,</p>	4t.LA.BL2.4. Utilitzar en situacions de comunicació habituals o menys habituals, clarament estructurades i en diferents suports, amb l'ajuda de models, les estratègies i els recursos lingüístics i paralingüístics propis de la interacció oral, encara que es depenga en gran manera	4t.LA.BL2.4.1. Utilitza, de manera autònoma , tècniques lingüístiques com la definició o reformulació d'un terme o expressió o paratextuals i paralingüístiques, com ara els recursos	CCLI CAA CSC	Exercise 2.1. Exercise 6.1 Exercise 6.2.		

postures, contacte visual o corporal, proxèmica. Interacció oral: fórmules o gestos simples per a prendre o cedir el torn de paraula. Usar sons extralingüístics i qualitats prosòdiques convencionals.	de l'actuació de l'interlocutor	audiovisuals o la proxèmica.				
WRITTEN COMPREHENSION						
Estratègies de comprensió. Mobilització d'informació prèvia sobre tipus de tasca i tema. Intercanvi d'idees sobre el tema i formulació d'una interpretació raonable Distinció de tipus de comprensió. Sentit general, informació essencial, punts principals, detalls rellevants en una varietat major de textos més complexos. Comprensió del text per mitjà de la connexió, comparació i contrast d'idees amb el coneixement i experiències pròpies, amb altres textos i amb el món exterior. Formulació d'hipòtesis sobre contingut i context i estructura del text. Capacitat per a deduir i traure conclusions sobre el que no està explícit en el text.	4t LA. BL3.1. Identificar, per mitjà de l'aplicació d'estratègies de comprensió escrita, la informació essencial, les idees principals i els detalls més rellevants en textos d'extensió mitjana, continus i discontinus, en diferents suports, en un registre formal, informal o neutre, sobre temes generals o més específics en els àmbits personal, públic, educatiu i ocupacional	4t.LA.BL3.1.2. Distingeix la informació essencial, les idees principals en textos sobre temes generals o menys habituals, en els àmbits personal, públic, educatiu i ocupacional	CCLI	Exercise 1.2. Exercise 1.4. Exercise 2.3. Exercise 3.3.	Test: participation is taken into account. Proceeding: direct observation of the students' level of involvement and knowledge of the content of the written text. Instrument: Checklist 1 and Rubric 1.	20%

Reformulació d'hipòtesis a partir de la comprensió de nous elements. Comparació, contrast i intercanvi d'idees.						
Lectura expressiva en veu alta per a millorar la pronunciació, l'entonació i el ritme necessaris per a la comprensió del text.	4t.LA.BL3.2. Llegir en veu alta textos literaris i no literaris de longitud mitjana amb precisió, fluïdesa i expressivitat	4t.LA.BL3.2.1. Llig en veu alta textos de longitud mitjana amb precisió, fluïdesa i expressivitat.	CCLI	Exercise 1.4. Exercise 1.7. Exercise 2.3. Exercise 3.6.		
Manifestacions culturals i artístiques com ara els mitjans de comunicació, esdeveniments històrics, contrastos interculturals, etc.	4ºLE. BL3.3. Detectar, amb actitud crítica, en textos escrits, els aspectes socioculturals i sociolingüístics relatius a la vida quotidiana, les relacions interpersonals i interculturals, als costums, celebracions i manifestacions culturals i artístiques, i considerar la diversitat i les diferències en l'aula des d'una perspectiva inclusiva, com a element enriquidor	4t.LA.BL3.3.2. Detecta, amb sentit crític , els aspectes socioculturals i sociolingüístics en els mitjans de comunicació, esdeveniments històrics i contrastos socioculturals, considerant la diversitat i les diferències en el grup des d'una perspectiva inclusiva, com a element enriquidor.	CCLI CEC	Exercise 1.2. Exercise 2.5. Exercise 4.2.		
WRITTEN PRODUCTION: EXPRESSION AND INTERACTION						
Localització i ús adequat de recursos lingüístics o temàtics. Selecció crítica de la informació per a fonamentar les idees de la producció escrita. Execució.	4t.LA.BL4.1. Produir o coproduir textos escrits de longitud mitjana, continus o discontinus, coherents i estructurats, en diferents suports, en un registre formal, informal o neutre, sobre temes generals o més específics, en els àmbits personal, públic, educatiu i	4t.LA.BL4.1.2. Produeix o coprodueix, de manera autònoma, descriptius i argumentatius sobre temes generals i menys habituals , en els àmbits personal,	CCLI SIEE	Exercise 3.5. Exercise 7.1	Test: participation is taken into account. Proceeding: direct observation of the students' level of involvement and written speech accuracy.	20%

	ocupacional, aplicant-hi estratègies de planificació, execució i revisió amb creativitat i sentit estètic.	públic, educatiu i ocupacional , utilitzant un registre adequat a la situació comunicativa amb les estructures morfosintàctiques i el lèxic del nivell, amb creativitat i sentit estètic .			Instrument: Checklist 1, Rubric 1 and Checklist 2.	
Narració d'esdeveniments passats puntuals i habituals, descripció d'estats i situacions presents, i expressió de successos futurs. Relació d'accions en el temps. Expressió de sentiments com ara la indiferència, l'admiració, la simpatia o l'avversió. Plantejar queixes, tranquil·litzar i animar. Expressió de símptomes i sensacions físiques.	4t.LA.BL4.3. Produir o coproduir textos escrits de longitud mitjana en diferents suports, coherents i adequats al propòsit comunicatiu, utilitzant els coneixements sobre funcions, patrons discursius, organització textual, estructures morfosintàctiques, convencions ortogràfiques, tipogràfiques i de puntuació, així com el lèxic, expressions i modismes d'ús freqüent i més específics, en les diferents situacions comunicatives amb sentit estètic i creativitat.	4t.LA.BL4.3.3. Produeix o coprodueix textos escrits de longitud mitjana , utilitzant les estructures morfosintàctiques i discursives adequades al nivell, de manera que resulte un text correcte i clar .	CCLI	Exercise 3.5. Exercise 7.1.		
TRANSVERSAL ELEMENTS OF THE SUBJECT						
Busca, selecció i organització de la informació en mitjans digitals. Ferramentes digitals de busca i visualització: busca en blogs, wikis, fòrums, bancs de sons, pàgines web	4t.LA.BL5.1. Buscar i seleccionar informació, documents de text, imatges, bandes sonores i vídeos a partir d'una estratègia de filtratge i de manera contrastada en mitjans	4t.LA.BL5.1.1. Busca i selecciona informació en mitjans digitals diversos, adequada al nivell educatiu , utilitzant estratègies	CD	Exercise 4.4. Exercise 5.1.	Test: participation is taken into account. Proceeding: direct observation of the	20%

especialitzades, diccionaris i enciclopèdies virtuals, bases de dades especialitzades. Estratègies de filtratge en la busca de la informació. Emmagatzematge de la informació digital en dispositius informàtics i serveis de la xarxa. Valoració dels aspectes positius de les TIC per a la busca i contrast d'informació.	digitals, com ara bancs de sons, webs especialitzats, diccionaris i enciclopèdies virtuals o bases de dades especialitzades, enregistrant-la en paper de manera acurada o emmagatzemant-la digitalment en dispositius informàtics i serveis de la xarxa.	de filtratge i contrastant-la en diversos mitjans digitals. 4t.LA.BL5.1.2. Enregistra la informació corresponent al nivell educatiu en paper de manera acurada o l'emmagatzema digitalment en dispositius informàtics i serveis de xarxa.			students' level of involvement. Instrument: Checklist 1 and 2	
Creació de continguts digitals Realització, formatat senzill i impressió de documents de text. Disseny de presentacions multimèdia. Escalatge, rotació i retall d'imatges	4t.LA.BL5.3. Crear i editar continguts digitals, com ara documents de text o presentacions multimèdia, amb sentit estètic, fent servir aplicacions informàtiques d'escriptori per a incloure'ls en els seus propis projectes i tasques.	4t.LA.BL5.3.1. Crea i edita documents de text i presentacions multimèdia amb sentit estètic, que inclou en els seus propis projectes i tasques, fent servir aplicacions informàtiques d'escriptori i aplicant-hi els diversos tipus de llicències.	CD	Exercise 5.1.		
Iniciativa i innovació. Autoconeixement. Valoració de fortaleces i debilitats. Autoregulació d'emocions, control de l'ansietat i incertesa i capacitat d'automotivació.	4t.LA.BL5.4. Realitzar de manera eficaç tasques o projectes; tenir iniciativa per a emprendre i proposar accions, sent conscient de les seues fortaleces i debilitats; mostrar curiositat i interès durant el seu	4t.LA.BL5.4.1. Realitza de manera eficaç tasques o projectes del nivell educatiu , sent conscient de les seues fortaleces i debilitats. 4t.LA.BL5.4.3. Mostra curiositat i	SIEE	All the activities of this didactic unit All the activities of		

Resiliència, superar obstacles i fracassos. Perseverança, flexibilitat. Pensament alternatiu. Sentit crític.	desenvolupament, i actuar amb flexibilitat, buscant solucions alternatives.	interés durant la planificació i el desenvolupament de tasques o projectes del nivell educatiu en què participa.		the Didactic Unit		
Responsabilitat i eficàcia en la resolució de tasques. Assumpció de distints rols en equips de treball. Pensament de perspectiva. Solidaritat, tolerància, respecte i amabilitat. Tècniques d'escolta activa. Diàleg igualitari. Coneixement d'estructures i tècniques d'aprenentatges cooperatiu.	4t.LA.BL5.7. Participar en equips de treball per a assolir metes comunes, assumint diversos rols amb eficàcia i responsabilitat; donar suport a companys i companyes, demostrant empatia i reconeixent les seues aportacions, i utilitzar el diàleg igualitari per a resoldre conflictes i discrepàncies.	4t.LA.BL5.7.1. Col·labora en l'organització d'un equip de treball, assignant rols i gestionant recursos amb eficàcia i responsabilitat quan participa en equips de treball per a assolir metes comunes. 4t.LA.BL5.7.2. Dóna suport, per iniciativa pròpia, als seus companys i companyes influint positivament en el grup i generant implicació en la tasca quan participa en equips de treball per a assolir metes comunes. 4t.LA.BL5.7.3. Actua de manera informal com a mediador en els conflictes i les discrepàncies habituals que apareixen en la interacció amb els seus companys i	SIEE CAA	Exercise 4.4. Exercise 5.1.		

		companyes mentre participa en equips de treball utilitzant el diàleg igualitari.				
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ATTENTION TO DIVERSITY			
ACTIVITIES	MULTIPLE OPTIONS	STRENGTHENING AND EXPANDING LESSONS	MULTIPLE CHOICE ASSESSMENT
1. LINGUISTIC MODEL			
Exercise 1.2.	Bigger font for those students with Asperger.	As it is a minimum class load, there are no exercises for strengthening or expanding.	Rubric 1 is used in order to assess students' language skills. Checklist 1 assess students' participation in class. These instruments promote reflection and help students to improve. Rubric descriptors are positive and motivating.
Exercises 1.3., 1.5., 1.6. and 1.7.	Let students write down their responses and give them more time if needed.		
2. CULTURAL MODEL			
Exercise 2.1., 2.2. and 2.5.	If the students do not know the answer, give them some suggestions.	As it is a minimum class load, there are no exercises for strengthening or expanding.	Rubric 1 is used in order to assess students' language skills. Checklist 1 assess students' participation in class. These instruments promote reflection and help students to improve. Rubric descriptors are positive and motivating.
Exercise 2.3.	Bigger font for those students with Asperger.		
Exercise 2.4.	Give the students more time if needed.		
3. PERSONAL GROWTH MODEL			
Exercise 3.1.	Make them some suggestions of grouping if they do not know how to.	As it is a minimum class load, there are no exercises for strengthening or expanding.	Rubric 1 is used in order to assess students' language skills. Checklist 1 assess students' participation in class. These instruments promote reflection and help students to improve. Rubric descriptors are positive and motivating.
Exercise 3.3.	Bigger font for those students with Asperger.		
Exercise 3.4.	Give the students more time if needed.		
Exercise 3.5.	If the students cannot write whole sentences because it can be a bit complex for them, let them write concepts.		

4. PLANNING			
Exercise 4.1.	In case any student has no group, remake the groups with our criteria.	As it is a minimum class load, there are no exercises for strengthening or expanding.	Rubric 1 is used in order to assess students' language skills. Checklist 1 assess students' participation in class. Checklist 2 is used to assess students' participation as a group. These instruments promote reflection and help students to improve. Rubric descriptors are positive and motivating.
Exercise 4.4.	Suggest to students of the group to encourage the student to take part.		
5. VIDEO EDITING			
Exercise 5.1.	Help the students to use the editing video programmes in case s/he needs it.	As it is a minimum class load, there are no exercises for strengthening or expanding.	Rubric 1 is used in order to assess students' language skills. Checklist 1 assess students' participation in class. Checklist 2 is used to assess students' participation as a group. These instruments promote reflection and help students to improve. Rubric descriptors are positive and motivating.
6. PUBLIC PRESENTATION			
Exercise 6.1. Exercise 6.2.	Encourage the student to talk in public but if s/he is unable, let him or her be the one who presses the play/pause during the presentation. This way, s/he will keep being part of the group.	As it is a minimum class load, there are no exercises for strengthening or expanding.	Rubric 1 is used in order to assess students' language skills. Checklist 1 assess students' participation in class. Checklist 2 is used to assess students' participation as a group.

			<p>These instruments promote reflection and help students to improve.</p> <p>Rubric descriptors are positive and motivating.</p>
7. ASSESSMENT			
Exercise 7.1.	Help the student if s/he has any doubt of grammar or vocabulary during this exercise.	As it is a minimum class load, there are no exercises for strengthening or expanding.	<p>Rubric 1 is used in order to assess students' language skills. Checklist 1 assess students' participation in class. Checklist 2 is used to assess students' participation as a group.</p> <p>These instruments promote reflection and help students to improve.</p> <p>Rubric descriptors are positive and motivating.</p>

6. DIDACTIC UNIT IMPLEMENTATION IN HIGH SCHOOL

JUSTIFICATION OF THE PROPOSAL

In this section, the Didactic Unit Implementation in IES Penyalgolosa is described. As mentioned previously, only three sessions are presented, as these are the ones that could be implemented during the internship period. As the stay in the secondary school took place almost at the end of the school year, the syllabus had to be covered and the teacher only could *lend* me three sessions for the implementation of the Didactic Unit. Concerning the assessment, despite having prepared several tools (see Appendix 1, p. 49), the teacher considered positive to include some exercises related to my Didactic Unit in the final exam and do not use the assessment material I had prepared. As a result, three activities were included in the final exam (see Appendix 9, p. 72).

I decided to use the book *The Boy in the Striped Pyjamas* because the language is easy and the theme is very appealing. Furthermore, at that moment, PR4 students were learning the causes and consequences of both the Second World War and the Holocaust in History. Even before I came back to IES Penyalgolosa for the second period of internship, I thought students would like this topic.

Furthermore, another Master's student was doing her internship period in IES Penyalgolosa. She was in the History department and, coincidentally, she decided to work with PR4 on the Second World War as well. It was very positive for us as interns as for the students. Dealing with this topic in two subjects from very different points of view resulted very interesting for students, as they were not discovering new knowledge but deepening into it.

On the one hand, they are part of a special programme of the secondary school so, during the first period of the internship, I felt that they considered themselves as a different type of students. They felt inferior to the rest of the students of the secondary school. That is why I wanted to work on discrimination with them.

On the other hand, this programme covers elementary aspects of the curriculum. They just study or memorize the basics and, as a consequence, they do not learn. I wanted them to *learn* about this topic and realize that what they learn at school is real and does not just appear

in their textbooks. That is why I used real material such as excerpts from *The Boy in the Striped Pyjamas* or propaganda from that time.

This Didactic Unit is conceived as a way of learning English through literary texts. By reading actual literature, students will be able to learn the language as well as to improve their cultural knowledge and their personal growth.

SESSION 1: LINGUISTIC MODEL

The first session of the Didactic Unit “Get your pyjamas off and read” took place on Thursday 19th April 2018. This session was focused on the Linguistic Model (see Appendix 2, p. 54). I decided to dedicate the first session to the Linguistic Model so that the students could recognize the new grammar structure in the following sessions.

When I explained to students that we were going to work with excerpts from the book *The Boy in the Striped Pyjamas* by John Boyne, the title sounded familiar to them. One or two students had seen the film with the same title a few years ago. Nevertheless, they were appealed by the title and the topic of the book.

First, I told students that we were going to watch a video (Exercise 1.1., p. 54) and they were afraid of not understanding it. However, they felt more relaxed when I told them that it was going to be without audio. The video we saw was the trailer for the film *The Boy in the Striped Pyjamas*, which is based on John Boyne’s book with the same title. At first sight, they identified a lot of signs and related them to the Second World War: clothes, scenarios, symbols, etc. Watching a video without audio could enable them to feel more relaxed and focus on the images from the trailer.

Then, a series of reviews from the book written by parents and kids were on the walls and students had to read them (Exercise 1.2., p. 54). They felt excited about the idea of getting up and moving around the class. As you can see in Appendix 2 (p. 54), some errors can be found. However, students realized and asked if that was incorrect. When they pointed out an error, we commented why it was an error and corrected it together. It helped me to demonstrate to them that they know more English than what they thought. Students perceived this exercise as very innovative since they were allowed to move around the class. I consider

that changing the layouts of the class is very positive, especially for this group, as their needs do not allow them to keep the whole day sitting in a chair. I thought that it would make them feel excited and might take a bit to clam them down to read the texts on the wall. Surprisingly, they were quiet and seemed very interested in what they were reading.

After watching the trailer and reading the reviews, I asked them about the topic of the book (Exercise 1.3., p. 55). Rapidly, they stated that it was about Nazism, which was right but I requested them to explain what the plot of the book might be. They had some ideas since the trailer shows up many things. Moreover, the most impressive was that they tried to say it in English.

Later, I provided them with an excerpt from the book *The Boy in the Striped Pyjamas* (see Appendix 2, p. 55). I asked for volunteers to read (Exercise 1.4., p. 55) the text aloud and, to my surprise, there were. Each student read one or two sentences and when there was a difficult word for them, we stopped and solved the doubts. In the problems regarding the meaning of words or expressions, I gave them a synonym but if they were still not able to understand, I translated. In the case of pronunciation issues, I read the words or expressions properly and they repeated them. This excerpt contained several grammar points which the students already know such as the past simple, the quantifiers, wh- questions, adverbs of frequency, etc. In addition, the message of the text is very powerful as students can imagine how life was in a concentration camp since there existed a gender segregation.

Then, the students had to situate this excerpt in the book (Exercise 1.5., p. 56). In other words, they had to guess in which part of the book this extract takes place. Since the students were familiar with the plot, they were able to situate the actions correctly.

Afterwards, I explained the linguistic aspect to work on: the reported speech (Exercise 1.6., p. 56). I prepared a table (see Appendix 2, p. 56) with examples containing their names, which caught their attention. I gave them some other examples of sentences that they had just said. For example, a student stated “¡Ala, qué fácil!” and I said, “Fran said that it was very easy”. It made them laugh and understand a bit better the grammar point. Continuing with the dynamic of reporting in indirect speech what a classmate said, we began Exercise 1.7. (p. 56): a classmate created a sentence in direct speech and passed a ball to another classmate who had to report it into indirect speech. With this exercise, I tried to engage all the students

since they had to be aware of where the ball was as they could be the next ones to form the sentence.

Finally, the students transformed the sentences of the excerpt from the Exercise 1.5. (p. 56) from direct speech into indirect speech. I asked for volunteers and they write their proposals on the blackboard. Here you can see the result:

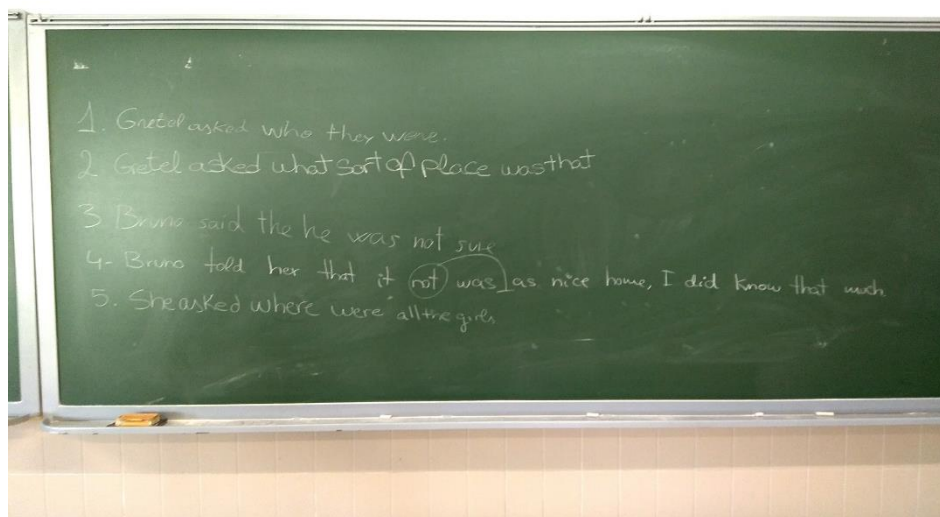


Figure 1

SESSION 2: CULTURAL MODEL

The session to work on the Cultural Model took place on Tuesday 24th April. I decided to devote the second session to the Cultural Model (see Appendix 3, p. 56) because students were already introduced to the topic of the Holocaust and I thought it would be useful to keep dealing with it.

First, I asked the students if they knew what a *tag cloud* was. As they did not know about it, I showed them the one I prepared for this session (see Appendix 3, p. 57). In this cloud, there was a series of words related to the Holocaust and I proposed to the students to say the meaning of those words (Exercise 2.1., p. 57). Since most of them were similar in Spanish, they had no problem to recognize them. However, when I asked them to explain them in English, they doubted a little, but finally, they tried. In my opinion, *tag clouds* are a useful

resource to deal with new vocabulary as it is very visual. It is a way of agglutinating words belonging to the same topic, in this case, the Holocaust.

Then, I sat on a table and they gathered around me. I showed them a book about propaganda from the Second World War by Salvat (1979). Some pictures (Appendix 3, p. 57) had messages in Russian or German but I translated them into English previously and used a *post-it* next to them and thus they could understand the messages (Exercise 2.2, p. 57). I asked them to talk about what they were seeing in the pictures and which was their opinion. I suggested them to relate it to the current propaganda: the social media. This led to an interesting debate about the abuse and influence of social media among the young people nowadays. Gathering them around me was just a way of “breaking the rules” of the class. I offered them to sit wherever they wanted to: on the floor, on the table, etc. I wanted them to feel comfortable to talk about this serious issue. In addition, the pictures were specially chosen to provoke debate as well as to scaffold their knowledge of History through propaganda images.

After the debate, I provided them with an excerpt from the book *The Boy in the Striped Pyjamas* (see Appendix 3, p. 60) specifically chosen to work on the Cultural Model of this Didactic Unit. I asked for volunteers to read the text aloud and, as in the previous session, there were. Each student read one or two sentences and when there was a difficult word for them, we stopped and solved the doubts. In the problems regarding the meaning of words or expressions, I gave them a synonym but if they were still not able to understand, I translated. In the case of pronunciation issues, I read the words or expressions properly and they repeated them. (Exercise 2.3., p. 60). The text chosen for this purpose was very visual as both symbols (star of David and swastika) were illustrated. I wanted students to realize that History is not just written on textbooks but also in images and symbols.

Then, the students had to situate this excerpt in the book (Exercise 2.4., p. 60). In other words, they had to guess in which part of the book this extract takes place. Since the students were familiar with the plot, they were able to situate the actions correctly.

Finally, I explained to them that we were going to take a quiz (see Appendix 3, p. 61) and they had to answer whether the statement was true or false (Exercise 2.5., p. 60). The statements were written using the reported speech, that way students could link these

structures to the grammar point learned in the previous session. Some of them did realize and others did not. If they had any doubt in the comprehension of the statements, I rephrased them to make it easier for them to understand.

SESSION 3: PERSONAL GROWTH MODEL

The session to work on the Personal Growth Model took place on Tuesday 26th April. I decided to dedicate this session to the Personal Growth Model because it was going to be the last and most special one.

Firstly, I explained to them that we were going to play a game called “A colourful world” (see Appendix 4, p. 64). They were very excited about the fact of “playing in class”. I asked them to get up and make a circle. Then I requested them to close their eyes and keep in silence. I put a sticker on their foreheads. Some of them had the same shape and colour but one of the students was provided with a sticker that was different from the rest and another student had no sticker. When I finished, I asked them to open their eyes and the most important: remain in silence (Exercise 3.1., p. 64). At first, they could not be in silence but I insisted and finally, they were quiet. When I first told them to group, they were not able to understand how to do so. I continued saying that they just had to group as they wanted to but eventually, I suggested: “are there similar stickers?”. Finally, they ended up grouping according to the colour and shapes of their stickers and the students with a different sticker and with no sticker had no group.

During the Master’s degree, in subject *SAP002 Societat, Família i Educació* (in English “Society, Family and Education”), we also made this dynamic and it was very powerful since we realized of the involuntary discrimination we do in our daily life. From my point of view, this dynamic has a bigger impact on students rather than a speech about discrimination.

After the dynamic, we discussed its results (Exercise 3.2., p. 65). Firstly, they said to me that they grouped that way because I told them to do so; however, I reminded them that I just made a suggestion. This resulted to an interesting debate about the involuntary discrimination we make in our daily life. As I explained, this group takes part in a special programme of the secondary school, so students who are already “discriminated” are unable to “discriminate” the other classmates. As they have always been different due to their learning processes or

any illness, they do not see those differences. Moreover, we talked about the moment of making new friends in the secondary school and the way we find our friends: for instance, we send messages with our clothes; if I like rock and roll and I see someone with a Rolling Stone T-shirt, I will think that she is cool and probably I would try to be her friend. As a result, involuntarily, we discriminate those who have different interests.

Therefore, I provided them with an excerpt from the book *The Boy in the Striped Pyjamas* (see Appendix 4, p. 65) specifically chosen to work on the Personal Growth Model of this Didactic Unit. I asked for volunteers to read the text aloud and, as in the previous session, there were. Each student read one or two sentences and when there was a difficult word for them, we stopped and solved the doubts. In the problems regarding the meaning of words or expressions, I gave them a synonym but if they were still not able to understand, I translated. In the case of pronunciation issues, I read the words or expressions properly and they repeated them (Exercise 3.3., p. 65).

I chose this extract from the book because the message is strong and inspiring. By reading it, we realize that ultimately, we are all people. We are all nothing.

Then, the students had to situate this excerpt in the book (Exercise 3.4., p. 66). In other words, they had to guess in which part of the book this extract takes place. Since the students were familiar with the plot, they were able to situate the actions correctly.

Later, I asked the students to write about the thoughts (Exercise 3.5., p. 66) that the previous exercises had aroused. First, they were afraid of writing a text in English, but I tried to make them understand that what I wanted was to make them try it and demonstrate to them that they are capable of anything. During this exercise, they asked a lot of questions such as “How do you say ... in English?”, “How can I say ... in English?”, etc.

Finally, I encouraged them to read what they had written (Exercise 3.6., p.66). To my surprise, all of them wanted to share their impressions. Here there are two examples:

I think ^{is not}
Are different ~~that~~ bad. If all the people are equal, the
live are more boring.
The nazis was kill people ~~exactly~~ like them. They were
only different in their form of think, about the religion.
The jews was humans and ~~German~~ German like them,
when their families and works.

Figure 2

- I think that it is not bad because we are
all different.
But among the difference we are all
equal.
The nazis can't ~~not~~ ^{ob}olice about the
jews.

Figure 3

7. SUGGESTIONS FOR IMPROVEMENT

In this section, I would like to expose some suggestions for improvement regarding my experience implementing my Didactic Unit.

The first suggestion is related to the number of sessions devoted to the Didactic Unit. As stated in the context section, I could only implement three of the eight sessions during my internship period. The moment of the school year and the teacher's planning did not enable me to carry out the whole Didactic Unit. Nevertheless, I implemented the most important sessions regarding the topic of my Final Dissertation Project, which were the ones dedicated to the introduction of literature in the classroom. Having more time would have allowed students to be more involved with the book *The Boy in the Striped Pyjamas* by John Boyne and ensure its effectiveness in language learning. In addition, the rest of the sessions were conceived to work in groups and foster cooperation and interaction, which would have been very positive for the cohesion of the group and their motivation.

The second suggestion is connected to the assessment. I prepared three assessment tools: two checklists and a rubric. With these tools, I wanted to assess the participation, the language skills and the final project. Nevertheless, I was not able to implement the whole Didactic Unit for time reasons nor assess all the aspects I had planned to. Despite this, I prepared some exercises linked to my Didactic Unit for the PR4 final exam and it was a way of adding value to my work.

Having said this, now I would like to analyse the current educational system. The pedagogical resources applied in this type of groups are not enough to ensure a correct learning. As special learners, they need special measures and the prevailing laws do not cover their needs. From my view, the most important is having proficient teachers being capable of dealing with students with different learning processes. These teachers must learn about these problems and try to mitigate them, or at least, make the most of their students.

New methodologies have emerged in the last decades, but some teachers do not accept the changes in the society and its consequences. When teaching we must be aware of new methodologies but also be conscious that they cannot fit every group of students. The variety of techniques enriches the learning of both students and teachers.

Groups being part of the special programme created by Generalitat Valenciana only have two hours of English (or any other second language) per week. In my opinion, when these students obtain their ESO diploma, they will not be ready for the globalised world that is waiting for them. In these days, we read texts, advertisements, slogans, etc. in English every day and these students must have a basic knowledge of the language. For this reason, I think that they must have another hour for foreign languages included in the curricula.

As illustrated in the theoretical framework, introducing literature in the EFL classroom has many advantages. Due to the positive effect on students, it should be implemented not just in the foreign language classroom but also in other subjects such as Spanish or Valencian. Even though literature is already implemented, the methodological approach is not the most suitable one since it consists in reading a book and taking a test. In order to introduce literature, like any other discipline, we need to take into account our students' needs and tastes. Ghosn (2002) suggests that the criteria for selecting stories should be the theme, the storyline, the language and the illustrations. It can be a good opportunity to work on the local history of the town, on a historical moment, on conflict resolution, etc.

8. CONCLUSIONS

It has been demonstrated over the course of this work that introducing YAL in the EFL classroom, apart from improving students' personal growth and culture, also reinforces students' language skills. Using suitable methodologies for each group of students is essential in order to achieve students' engagement.

Nowadays, the curricula and the syllabus that have to be covered during a school year do not allow teachers to introduce literature in the EFL classroom. As in any change, it takes time and requires a sustained effort. Besides, the economic issue is also present since some institutions are not willing to invest in a good library in the centre or they cannot afford it.

In addition to the previous practical problems, we have to bear in mind the context of the students. In this case, they are part of a special programme devoted to students with learning difficulties. Introducing YAL in these groups can be very positive, as it was the case of the implementation of this Didactic Unit in IES Penyalgolosa.

In the first session, they felt that they would not be able to read a single sentence in English and far less understand it. Nevertheless, during the rest of the sessions, the vast majority of the members of the group took an active part in the exercises. This means that their motivation towards reading in English increased exponentially.

Some of the reasons why this implementation resulted fruitfully were the book selected to work on with this group and the methodology. The literary work *The Boy in the Striped Pyjamas* by John Boyne narrates the horrors from the Second World War and the Holocaust from a child's perspective, which makes it easier for these specific readers to understand it.

As several studies confirm, YAL makes connections between the literary text and adolescents' background. In this case, students connected them to their own experience as well as to what they were learning in History at that moment. Thanks to this, they were able to understand the text and to improve their language skills.

The results demonstrate that introducing literary materials in the EFL classroom is favourable in order to develop PR4 students' language skills, culture and personal growth from a suitable approach for them.

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10. APPENDICES

APPENDIX 1: Task Assessment Instruments

Checklist 1: students' participation and understanding

The following checklist is used to assess each students' participation and understanding of the exercises required. The maximum grade they can get is 2 points. The final grade in this part will consist of the average of all the elements from the checklist.

Participation is a very important aspect to be taken into account in the assessment as participation is directly linked to motivation. Motivation is essential in the classroom since students get involved and feel part of it. For this reason, participation is considered as being 20% of the final grade.

CHECKLIST 1: STUDENTS PARTICIPATION AND UNDERSTANDING		
4t.LA.BL1.1.2. Identifica la informació essencial, les idees principals en textos sobre temes generals o menys habituals , en els àmbits personal, públic, educatiu i ocupacional.	4t. LA.BL2.1.1. Produeix o coprodueix, de manera autònoma , textos comprensibles i estructurats, monològics o dialògics, de diverses tipologies , sobre temes generals o menys habituals , a viva veu o enregistrats en format digital àudio o vídeo, encara que a vegades hi haja pauses, vacil·lacions i rectificacions, utilitzant les estratègies d'expressió oral, en els àmbits personal, públic, educatiu i ocupacional.	4t.LA.BL2.4.1. Utilitza, de manera autònoma , tècniques lingüístiques com la definició o reformulació d'un terme o expressió o paratextuals i paralingüístiques, com ara els recursos audiovisuals o la proxèmica .
4t.LA.BL4.1.2. Produeix o coprodueix, de manera autònoma , textos narratius, descriptius i argumentatius sobre temes generals i menys habituals , en els àmbits personal, públic, educatiu i ocupacional, utilitzant un registre adequat a la situació comunicativa amb les estructures morfosintàctiques i el lèxic del nivell, amb creativitat i sentit estètic .	4t.LA.BL5.4.1. Realitza de manera eficaç tasques o projectes del nivell educatiu , sent conscient de les seues fortaleces i debilitats.	4t.LA.BL5.4.3. Mostra curiositat i interès durant la planificació i el desenvolupament de tasques o projectes del nivell educatiu en què participa.

	Excellent (2 points)	Good (1 point)	Satisfactory (0.5 points)	Needs improvement (0)
Frequency of participation in class				
Quality of comments				
Students' previous knowledge of the topic				
Attitude				
Understanding of content				
Grade of involvement				
Interest of the students in the topic				

Rubric 1: linguistic skills

In this rubric, the linguistic aspects of each student are assessed. The maximum grade they can have is 7. The final grade in this part will consist of the average of all the elements from the checklist. As the main point of this DU is to learn English throughout literature, the linguistic skills represent 70% of the final grade. This rubric includes the assessment of exercise 7.1. (Appendix 8).

RUBRIC 1: LINGUISTIC SKILLS		
Oral comprehension		
4t.LA.BL1.1.1. Identifica estratègies de comprensió en textos orals de longitud mitjana, aplicant tècniques d'escolta activa, com ara fer preguntes per a connectar amb les idees d'altres, mostrar empatia, no fer judicis de valor, parafrasejar, emetre reforços o resumir per a aclarir.	4t.LA.BL1.1.2. Identifica la informació essencial, les idees principals en textos sobre temes generals o menys habituals , en els àmbits personal, públic, educatiu i ocupacional.	4t.LA.BL1.3.3. Identifica les estructures morfosintàctiques i discursives adequades al nivell i les relaciona amb la seua funció.
Expression and interaction		
4t. LA.BL2.1.1. Produeix o coprodueix, de manera autònoma , textos comprensibles i estructurats, monològics o dialògics, de diverses tipologies , sobre temes generals o menys habituals , a viva veu o enregistrats en format digital àudio o vídeo, encara que a vegades hi haja pauses,	4t.LA.BL2.3.3. Produeix o coprodueix textos orals utilitzant les estructures morfosintàctiques i discursives adequades al nivell, de manera que permeti un discurs clar, articulat i fluid .	4t.LA.BL2.4.1. Utilitza, de manera autònoma , tècniques lingüístiques com la definició o reformulació d'un terme o expressió o paratextuals i paralingüístiques,

vacil·lacions i rectificacions, utilitzant les estratègies d'expressió oral, en els àmbits personal, públic, educatiu i ocupacional.				com ara els recursos audiovisuals o la proxèmica.
Written comprehension				
4t.LA.BL3.1.2. Distingeix la informació essencial, les idees principals en textos sobre temes generals o menys habituals , en els àmbits personal, públic, educatiu i ocupacional.	4t.LA.BL3.2.1. Llig en veu alta textos de longitud mitjana amb precisió, fluïdesa i expressivitat.	4t.LA.BL3.3.2. Detecta, amb sentit crític , els aspectes socioculturals i sociolingüístics en els mitjans de comunicació, esdeveniments històrics i contrastos socioculturals, considerant la diversitat i les diferències en el grup des d'una perspectiva inclusiva, com a element enriquidor.		
Written production				
4t.LA.BL4.1.2. Produeix o coprodueix, de manera autònoma , textos narratius, descriptius i argumentatius sobre temes generals i menys habituals , en els àmbits personal, públic, educatiu i ocupacional , utilitzant un registre adequat a la situació comunicativa amb les estructures morfosintàctiques i el lèxic del nivell, amb creativitat i sentit estètic.	4t.LA.BL4.3.3. Produeix o coprodueix textos escrits de longitud mitjana , utilitzant les estructures morfosintàctiques i discursives adequades al nivell, de manera que resulte un text correcte i clar.			
	Excellent (7)	Good (5)	Satisfactory (3)	Needs improvement (1)
Oral comprehension strategies	The student perfectly identifies strategies in medium-length oral texts. The student uses frequently active listening techniques, makes questions to link ideas, shows empathy, does not make value judgements or resumes to understand.	The student can identify some strategies in medium-length oral texts. The student uses some active listening techniques, makes questions to link ideas, shows empathy, does not make value judgements or resumes to understand.	The student can barely identify strategies in medium-length oral texts. The student barely uses active listening techniques, makes questions to link ideas, shows empathy, does not make value judgements or resumes to understand.	The student is unable to identify strategies in medium-length oral texts. The student does not use active listening techniques, makes questions to link ideas, shows empathy, make value judgements or resumes to understand.
Essential information identifying	The student perfectly identifies the essential information, the main ideas in the texts about general or non-general topics in the personal, public, educative or occupational level.	The student can identify the essential information, the main ideas in the texts about general or non-general topics in the personal, public, educative or occupational level.	The student can barely identify the essential information, the main ideas in the texts about general or non-general topics in the personal, public, educative or occupational level.	The student is unable to identify the essential information, the main ideas in the texts about general or non-general topics in the personal, public, educative or occupational level.
Oral expression	The student perfectly produces and co-produces comprehensible texts	The student can produce and co-produce comprehensible	The student can barely produce and co-produce comprehensible texts	The student is unable to produce and co-produce comprehensible texts

	autonomously about different topics.	texts autonomously about different topics.	autonomously about different topics.	autonomously about different topics.
Pronunciation	The students' pronunciation is perfectly intelligible and has some control of phonological features at both utterance and word levels.	The students' pronunciation is intelligible and has some control of phonological features.	The students' pronunciation is mostly intelligible, despite limited control of phonological features.	The students' pronunciation has very limited control of phonological features and is often unintelligible.
Linking information	The student can perfectly detect, critically, the sociocultural and sociolinguistic aspects in the text and considers the diversity as an enriching element.	The student can detect, critically, the sociocultural and sociolinguistic aspects in the text and considers the diversity as an enriching element.	The student can barely detect, critically, the sociocultural and sociolinguistic aspects in the text.	The student cannot detect, critically, the sociocultural and sociolinguistic aspects in the text.
Written production	The student is completely capable of produce autonomously texts about any topic creatively. The structures used correspond to the level.	The student is capable of produce texts about any topic creatively. The structures used correspond to the level.	The student is barely capable of produce autonomously texts about any topic creatively. The structures used can correspond to the level.	The student is incapable of produce autonomously texts about any topic creatively. The structures used do not correspond to the level.

Checklist 2: Book trailer

In the following checklist, the students are assessed as a group. This activity corresponds to 10% of the Didactic Unit. This means that the students can get a point maximum in this task.

RUBRIC 2: BOOK TRAILER				
Transversal elements				
4t.LA.BL5.1.1. Busca i selecciona informació en mitjans digitals diversos, adequada al nivell educatiu, utilitzant estratègies de filtratge i	4t.LA.BL5.1.2. Enregistra la informació corresponent al nivell educatiu en paper de manera acurada o l'emmagatzema digitalment en	4t.LA.BL5.3.1. Crea i edita documents de text i presentacions multimèdia amb sentit estètic, que inclou en els seus propis projectes i tasques, fent servir aplicacions	4t.LA.BL5.4.1. Realitza de manera eficaç tasques o projectes del nivell educatiu, sent conscient de les seues fortaleces i debilitats.	

contrastant-la en diversos mitjans digitals.	dispositius informàtics i serveis de xarxa.	informàtiques d'escriptori i aplicant-hi els diversos tipus de llicències.	
4t.LA.BL5.4.3. Mostra curiositat i interès durant la planificació i el desenvolupament de tasques o projectes del nivell educatiu en què participa.	4t.LA.BL5.7.1. Col·labora en l'organització d'un equip de treball, assignant rols i gestionant recursos amb eficàcia i responsabilitat quan participa en equips de treball per a assolir metes comunes.	4t.LA.BL5.7.2. Dóna suport, per iniciativa pròpia, als seus companys i companyes influint positivament en el grup i generant implicació en la tasca quan participa en equips de treball per a assolir metes comunes.	4t.LA.BL5.7.3. Actua de manera informal com a mediador en els conflictes i les discrepàncies habituals que apareixen en la interacció amb els seus companys i companyes mentre participa en equips de treball utilitzant el diàleg igualitari.
Oral expression and interaction			
4t.LA.BL2.3.3. Produeix o coprodueix textos orals utilitzant les estructures morfosintàctiques i discursives adequades al nivell, de manera que permeti un discurs clar, articulat i fluid.			
Written production			
4t.LA.BL4.1.2. Produeix o coprodueix, de manera autònoma, textos narratius, descriptius i argumentatius sobre temes generals i menys habituals, en els àmbits personal, públic, educatiu i ocupacional, utilitzant un registre adequat a la situació comunicativa amb les estructures morfosintàctiques i el lèxic del nivell, amb creativitat i sentit estètic.	4t.LA.BL4.3.3. Produeix o coprodueix textos escrits de longitud mitjana, utilitzant les estructures morfosintàctiques i discursives adequades al nivell, de manera que resulti un text correcte i clar.		
	Excellent (1)	Satisfactory (0.5)	Needs improvement (0)
Originality			
Quality			
Variety of resources used			
Organisation			
Accuracy in the oral production			
Accuracy in the written production			
Teamwork			

APPENDIX 2: Linguistic Model

Exercise 1.1 (5 minutes approximately)

Watch the trailer for the film *The Boy in the Striped Pyjamas* without audio.

Link to the trailer: <https://www.youtube.com/watch?v=9ypMp0s5Hiw>.

Exercise 1.2. (10 minutes approximately)

Read the reviews of the book *The Boy in the Striped Pyjamas* written by parents and kids that are on the walls of the English classroom.

Reviews:

Perfect for 11+ but very upsetting and tragic

I am 12 and read it at school- it made me cry but that is only because of the message behinde the story and the innocence of Bruno and Shmuel. I think it is a very good book and also educational but not suitable for anyone under the age of 11. There is harsh violence in it but it is not described, just implied. I think it is a great book if you like novels and movers.

Written by anonymous (12)

Depending on maturity. Great read for tweens and older.

This book is amazing. I am thirteen and after reading this book i could really understand how so many young Germans could have not known about the things their parents were involved in. At times this is a real heart wrenching novel.

Written by ashhhhh (13)

Good introduction to the horror of the Holocaust for kids

My 12 year old just read the book in school, then we watched the movie with his 8 year old brother. Both were excellent in our opinion because both were gentle in their portrayal of a horrific time. We have always discussed everything openly and fully and although both kids don't fully understand the depth of the horror of that time, with this

book & movie, and the fact that it is told from a child's perspective, they have begun to think about it and ask questions - a good thing all-round!

Parents

A total must-read for tweens+

This heartbreaking story of friendship and innocence is too sad for younger kids. The book is well-written, and explores complex issues from a child's perspective. Wonderful and honest. One of the best books ever.

Parents

Exercise 1.3. (10 minutes approximately)

Share with your classmates your opinion about what you have read. If possible, say what the plot might be about and guess the topic of the book.

Exercise 1.4. (5 minutes approximately)

Read the excerpt from the book *The Boy in the Striped Pyjamas* aloud.

Excerpt:

What They Saw Through the Window

To begin with, they weren't children at all. Not all of them, at least. There were small boys and big boys, fathers and grandfathers. Perhaps a few uncles too. And some of those people who live on their own on everybody's road but don't seem to have any relatives at all. They were everyone.

"Who are they?" asked Gretel, as open-mouthed as her brother often was these days.

"What sort of place is this?"

"I'm not sure," said Bruno, sticking as close to the truth as possible. "But it's not as nice as home, I do know that much."

"And where are all the girls?" she asked. "And the mothers? And the grandmothers?"

"Perhaps they live in a different part," suggested Bruno.

Exercise 1.5. (5 minutes approximately)

After reading the excerpt, situate it in the book. You have to guess in which part of the book this extract takes place.

Exercise 1.6. (10 minutes approximately)

Taking into account the examples of this table, report the statements from your classmate as follows: A classmate creates a sentence and throws a ball to another classmate who has to transform that sentence into indirect speech.

Table:

REPORTED SPEECH		
	DIRECT SPEECH	INDIRECT SPEECH
PRESENT SIMPLE	Belén: 'I like ice cream'	Belén said (that) she liked ice cream
PRESENT CONTINUOUS	Victor: 'I am listening to Fran'	Victor told me that he was listening to Fran
FUTURE	Ainhoa: 'I will visit my village in summer'	Ainhoa said (that) she would visit her village in summer
MODALS	Sandra to Malú: 'When riding a horse, you must be quiet'	Sandra told Malú that when riding a horse, we had to be quiet.
ORDERS	Paula: 'Nicolás, don't clean the table!'	Paula told Nicolás not to clean the table
	David said to Odila: 'Odila, repeat it, please!'	David said to Odila to repeat it.
QUESTIONS	Nuria: 'Lilit, can I borrow your nail polish?'	Nuria asked Lilit if she could borrow her nail polish
	Malena: 'Where is my book?'	Malena asked where her book was

TIME EXPRESSIONS	
NOW (AHORA)	THEN (ENTONCES)
TODAY (HOY)	THAT DAY (ESE DÍA)
TOMORROW (MAÑANA)	THE NEXT/FOLLOWING DAY (EL PRÓXIMO DÍA/ EL DÍA SIGUIENTE)
NEXT WEEK (LA SEMANA QUE VIENE)	THE NEXT/ THE FOLLOWING WEEK (LA PRÓXIMA SEMANA/ LA SEMANA SIGUIENTE)
NEXT YEAR (EL AÑO QUE VIENE)	THE NEXT/ THE FOLLOWING YEAR (EL PRÓXIMO AÑO/ EL AÑO SIGUIENTE)

Figure 4

Exercise 1.7. (10 minutes approximately)

Transform the sentences written in direct speech from the excerpt into indirect speech.

APPENDIX 3: Cultural Model

Exercise 2.1. (10 minutes approximately)

Identify the words from the tag cloud and explain their meaning.

Tag cloud:



Figure 5

Exercise 2.2. (10 minutes approximately)

Explain what do these pictures suggest to you. Do you understand the message? Do you think that the power of the propaganda during the Second World War and the influence of current social media is similar?

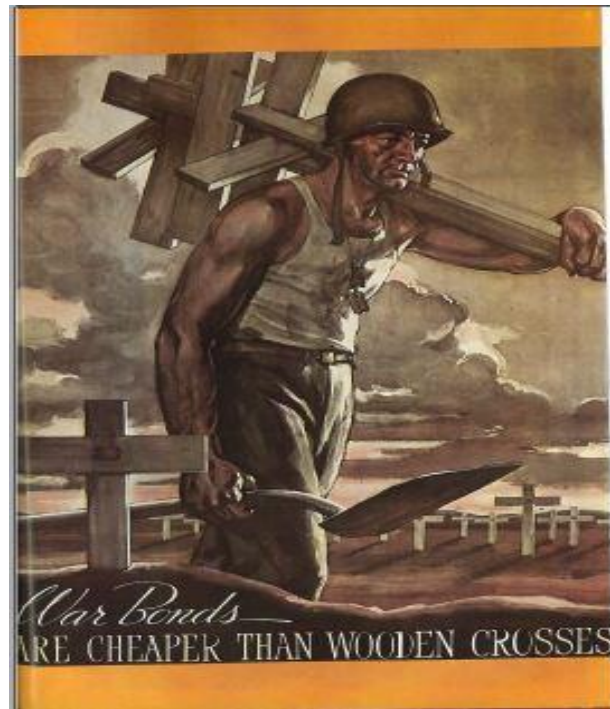


Figure 6

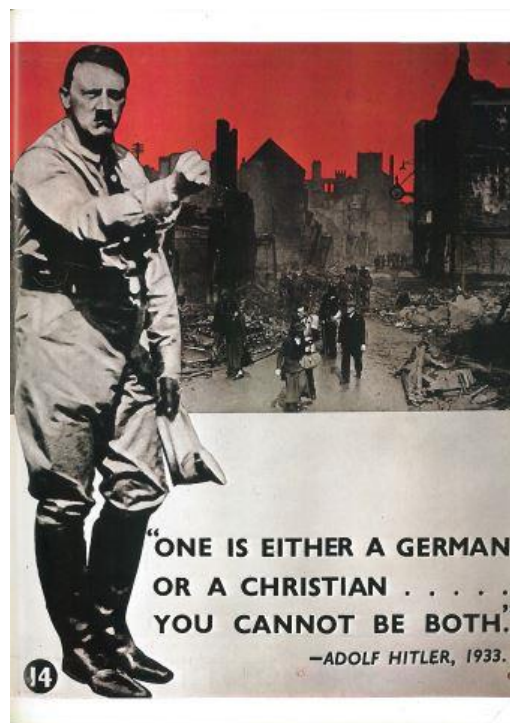


Figure 7

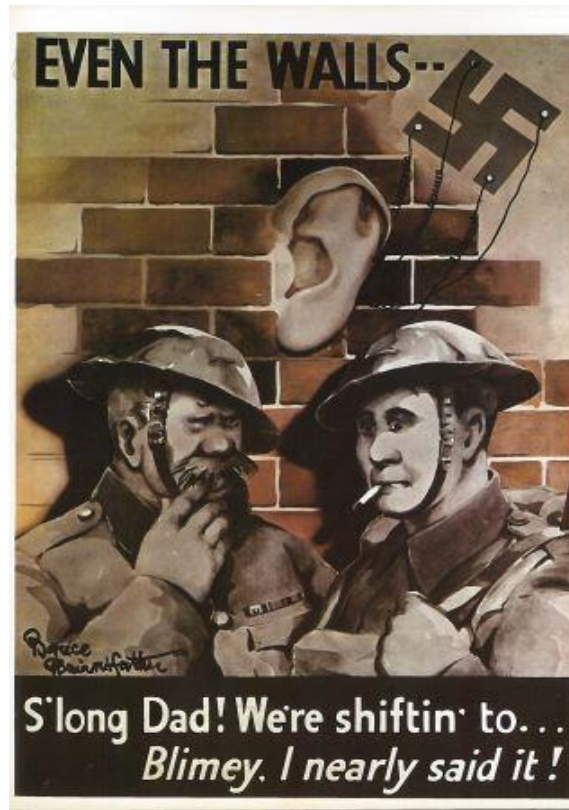


Figure 8



Figure 9

Exercise 2.3. (5 minutes approximately)

Read the excerpt from the book *The Boy in the Striped Pyjamas* aloud.

Excerpt:

Using his finger, he drew a design in the dusty ground beneath him.



“And every time we left the house, she told us we had to wear one of these armbands.”

“My father wears one too,” said Bruno. “On his uniform. It’s very nice. It’s bright red and a black-and-white design on it.” Using his finger he drew another design in the dusty ground on his side of the fence.



Exercise 2.4. (5 minutes approximately)

After reading the excerpt, situate it in the book. You have to guess in which part of the book this extract takes place.

Exercise 2.5. (25 minutes approximately)

Answer if the statements in this quiz are true or false:

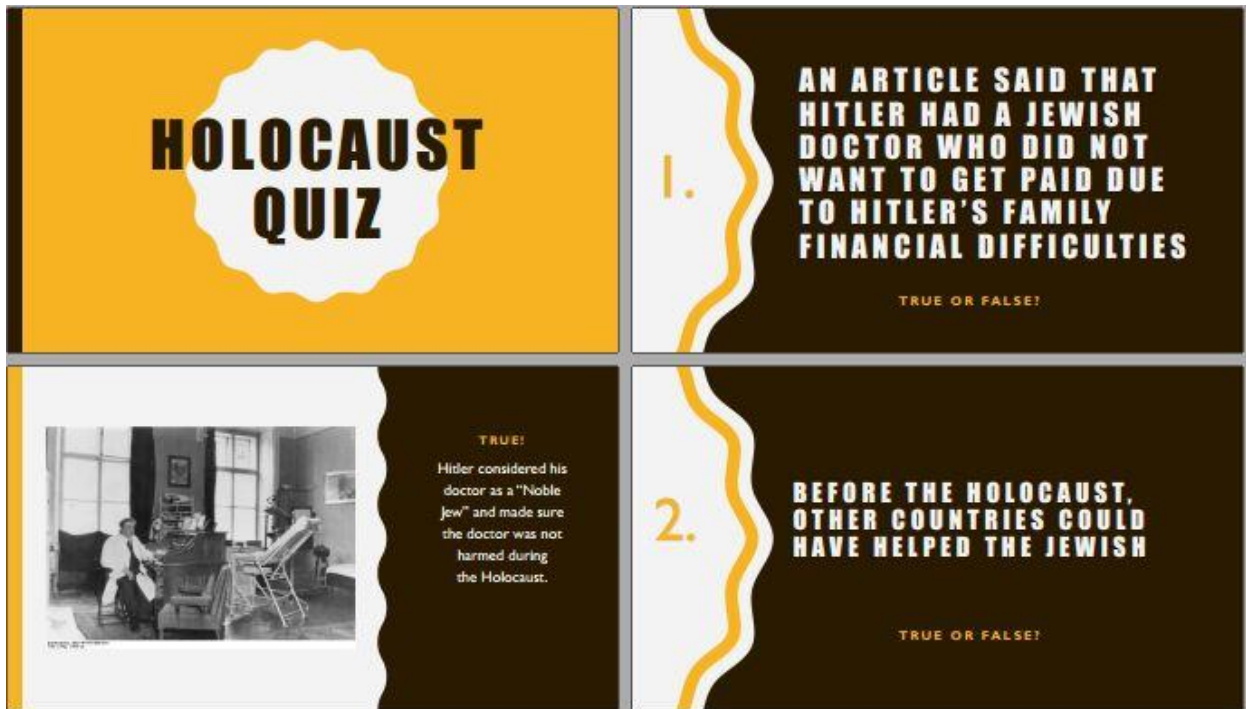


Figure 10



Figure 11



Figure 12



Figure 13



Figure 14

APPENDIX 4: Personal Growth Model

Exercise 3.1. (20 minutes approximately)

First, make a circle and close your eyes. I am going to put a sticker on your foreheads. After that, you can open your eyes but you have to keep in silence. Now you have to group.

Dynamic: “A colourful world”

It is a group dynamic very useful for reflecting upon the composition of teams following homogeneous or heterogeneous criteria.

Objectives:

- Make an approach to the criteria followed to create social groups.
- Prove that the tendency is discriminate those who are different.
- Work on homogeneity and the diversity in group formation.

Approximate length of the activity: 20 minutes.

Material: different colours of stickers.

Development of the activity:

All the participants make a circle, close their eyes and keep in silence. The teacher provides the students with a sticker, which is put on their foreheads so they are not able to see their own sticker. When all the students have a sticker, the teacher asks them to open their eyes and group.

It is necessary that one of the students has no sticker or has a different one.

Guide for the teacher:

- It is necessary to check who the leader is. How does s/he guide the classmates in the grouping process?
- It is necessary to focus on the facial expressions the student with no sticker or with a different one makes.
- It is necessary to check on the people who let them go.

- It is necessary to take note of what people do at the beginning of the dynamic. Who are those who start grouping the rest?
- It is necessary to focus on the tendency of grouping.

Conclusions:

When making groups, we tend to make it homogeneously, grouping with friends or with those who are similar to us and, many times, even if it is involuntary, we discriminate those who are different. If we group with those who are equal and think equal, it is produced a homogeneity in the speech, which impoverishes the learning.

Exercise 3.2. (10 minutes approximately)

Reflect upon the results of the dynamic. Why did you group this way? How do you feel? Do you do it in the real life?

Exercise 3.3. (5 minutes approximately)

Read the excerpt from the book *The Boy in the Striped Pyjamas* aloud.

Excerpt:

“Are we Jews?”

Gretel opened her mouth wide, as if she had been slapped in the face. “No, Bruno,” she said. “No, we most certainly are not. And you shouldn't even say something like that.”

“But why not? What are we then?”

“We're ...” began Gretel, but then she had to stop to think about it.

“We're ...” she repeated, but she wasn't quite sure what the answer to this question really was. “Well we're not Jews,” she said finally.

“I know we're not,” said Bruno in frustration. “I'm asking you, if we're not Jews, what are we instead?”

“We're the opposite,” said Gretel, answering quickly and sounding a lot more satisfied with this answer. “Yes, that's it. We're the opposite.”

Exercise 3.4. (5 minutes approximately)

After reading the excerpt, situate it in the book. You have to guess in which part of the book this extract takes place.

Exercise 3.5. (10 minutes approximately)

Write what this session has made you think. You can write about your own experience if you want to.

Exercise 3.6. (5 minutes approximately)

Share with your classmates what you have written.

APPENDIX 5: Planning

Exercise 4.1. (5 minutes approximately)

Make groups of four people.

Exercise 4.2. (20 minutes approximately)

Order the excerpts lying on the floor. They correspond to the summary of the book.

Excerpts:

1. The story is told from the viewpoint of a 9-year-old German boy named Bruno. Bruno is the privileged son of a Nazi commandant during World War II. Bruno comes home from school one afternoon to discover his belongings packed and set near the door. His family is preparing to relocate from Berlin to a place Bruno believes is called Out-With. In reality, his father will be in charge of the prison camp Auschwitz.
2. Bruno is not at all happy about the move, especially at leaving behind his three best friends. He is quite lonely and doesn't understand why he can't play with the children that he can see from his window at Out-With, children all dressed in the same striped pyjamas. Then he realizes they aren't all children, but also men of all ages, all wearing the same striped pyjamas.
3. Bruno tries to entertain himself around the house since his parents don't want him to do any exploring. He and his sister have lessons at the house instead of going to school. Eventually, Bruno decides to sneak out to explore the area. He meets a boy his age named Shmuel. Shmuel wears the striped pyjamas and lives on the other side of the fence.
4. Shmuel and Bruno begin to meet every day. Bruno is thrilled to have a friend his own age, yet never fully grasps why Shmuel can't play at his house or why Bruno can't play with the other children in striped pyjamas.
5. After a little more than a year and a bout with lice among the children, Bruno's mother decides she can take no more of the isolation and plans to leave. Bruno and Shmuel make plans for one last day to go exploring where Shmuel lives. Bruno's head is shaved because of the lice, so he will fit in when Shmuel brings him pyjamas. Bruno

meets Shmuel, changes into the pyjamas and crawls under the fence to help Shmuel find his papa, who hasn't been seen for days. As the two boys are searching, the guards round them up with many other adults into the middle of the camp.

6. Believing they were going on a march, Bruno and Shmuel stick close together inside the group and march into an airtight building with many other Jews. That was the last anyone ever heard of Bruno.
7. His mother eventually returned to Berlin with his sister. Bruno's father was ordered to leave Out-With with other soldiers. He eventually figured out what had happened to Bruno.

Exercise 4.3. (10 minutes approximately)

Watch the following videos and you will discover what a book trailer is.

Links:

<https://www.youtube.com/watch?v=ZCYVeWyES38>, (Fretheim4C, 2012)

<https://www.youtube.com/watch?v=dtGvanyXKUg>, (Escalante, 2012)

<https://www.youtube.com/watch?v=Dva-C5Vw7OM>, (Showcasingstudents, 2012)

Exercise 4.4. (20 minutes approximately)

In groups, start planning how your book trailer will be.

Exercise 4.5. (55 minutes approximately)

Work on your book trailer and ask for help if you need it.

APPENDIX 6: Video Editing

Exercise 5.1. (55 minutes approximately)

Edit your book trailer with the aid of the IT students.

APPENDIX 7: Public Presentation

Exercise 6.1. (20 minutes approximately)

Show your book trailer to your classmates in the screen.

Exercise 6.2. (35 minutes approximately)

Explain your classmates your book trailer. You can tell them how did you decide to distribute the tasks, which criteria did you follow when choosing images, etc.

APPENDIX 8: Assessment

Exercise 7.1. (55 minutes approximately)

Imagine that your best friend is going to be in this class next year. Tell him/her what you liked most or least and why.

APPENDIX 9: PR4 exam

Activity 1: Are these sentences true or false?:

1. An article said that Hitler had a Jewish doctor who did not want to be paid due to Hitler's family financial difficulties: _____
2. Before the Holocaust, other countries could have helped the Jewish: _____
3. A historian said that a million people died during the Holocaust: _____
4. The Nuremberg law said that it was prohibited to kiss Jewish people: _____
5. When the Second World War started, all the Jews under Nazi rule were ordered to wear a star of Levi to be identified: _____
6. Some researchers said that there were no gas chambers in the concentration camps
7. Another law said that Jewish had to leave their homes: _____
8. A newspaper said that Zara created a shirt similar to the one of *The Boy in Striped Pyjamas*: _____

Activity 2: Choose the right option:

'Can/Is/Are we Jews?'

Gretel opened her mouth wide, as if she had been slapped in the face. 'No, Bruno,' she **saying/said/have said**. 'No, we most certainly are not. And you shouldn't even say something like that.'

'But why not? What are we then?'

'We're ...' began Gretel, but then she had to stop to think about it.

'We're ...' she repeated, but she **weren't/wasn't** quite sure what the answer to this question really was. 'Well we're not Jews,' she said finally.

'I know we're not,' said Bruno in frustration. 'I**m asking/is asking** you, if we're not Jews, what are we instead?'

'We're the opposite,' said Gretel, answering quickly and sounding a lot more satisfied with this answer. 'Yes, that's it. We're the opposite.'

Activity 3: Define two of the following words:

Racism, Holocaust, Concentration Camp, Nazism, Gas Chambers, Aryan Race, Ghetto, Genocide, Fuhrer, Crematorium.